Author index

Abraham, S & McBride, A. Contraception: a new practical learning package, 679
Abramovitch, H, Schreier, A & Koren, N. American medical students in Israel: stress and coping – a follow-up study, 890
Ahern, M *see* Crotty, M
Ainley, P & Rainbird, H. Apprenticeship towards a new learning paradigm, 325
Albanese, M. Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills, 729
Albanese, M. The decline and fall of humanism in medical education, 596
Albert, T. Are scientific papers out of date?, 418
Albert-Ros, X *see* Pelayo-Alvarez, M
Alexander, H *see* Prideaux, D
Alexander, H *see* Spike, N
Alexanderson, K. Learning about being well – not just about being ill, 337
Al-Qassab, H *see* Luxton, T
Alun-Jones, T *see* Preston-Whyte, E
Anderson, B. A Christmas story, 1039
Anderson, M B *see* Bligh, J
Anderson, M Brownell. Annual peer-reviewed collection of reports on innovative approaches to medical education *edited by*, 947
Antony, M M *see* Roth, D
Ardolino, A *see* Madray, H
Arkenau, C *see* Diez, C
Asadullah, K *see* Herzler, M
Ashley, E A. Medical education – beyond tomorrow?, 455
Atherton, A *see* Seabrook, M A

Bannon, M, Carter, Y H & Jackson, N R. GP registrars need training in child abuse and neglect, 78
Barker, S, Horn, S & Owen, D. 'I wished I was the patient.' An evaluation of a complementary medicine module for third year medical students, 159
Barnsley, L *see* Marel, G M
Barton, J R *see* Stewart, J
Barwell, G & Brennan, P A. Who should manage head and neck pathology?, 315
Bateman, H, Hibble, A & Hand, C. Grounding policy development within an educational setting: an exploration, 769
Bateman, N T. A visit from the Quality Assurance Agency: a reflection from one medical school, 1026
Bates, L *see* Pickard, M
Bath, N E *see* Peach, H G
Baxter, C-M *see* O'Neill, P A
Beaudoin, C *see* Maheux, B
Bellemare, G *see* Fung Kee Fung, M
Berg, D. Advanced clinical skills and physical diagnosis, 321
Bergström, B & Lynöe, N. The influence of examination forms, 313
Berkson, L *see* Maheux, B
Binns, S *see* Taylor, R
Birtwistle, L, Houghton, J M & Rostill, H. A review of a surgical ward round in a large paediatric hospital: does it achieve its aims?, 398
Blackmore, D *see* Spencer, J
Bligh, J & Anderson, M B. Medical teachers and evidence, 162
Bligh, J *see* Parsell, G
Bligh, J *see* Wood, D
Bligh, J, Lloyd-Jones, G & Smith, G. Early effects of a new problem-based clinically oriented curriculum on students' perceptions of teaching, 487
Bligh, J. Developing the journal, 884
Bligh, J. Inspired magic: healing with the heart, 242
Bligh, J. Junior doctor training, 330
Bligh, J. Problem-based learning: the story continues to unfold, 688
Bligh, J. Taking stock, 416
Bligh, J. Whole doctor education, 496
Bligh, J. Developing research capacity, 2
Boaden, N & Leaviss, J. Putting teamwork in context, 921
Bohm, C *see* Oancia, T
Bolden, K J, Willoughby, S A, Claridge, M-T & Lewis, A P. Training Hungarian primary health care teachers: the relevance of a UK postgraduate course for health educators, 61
Bond, V *see* Bradley, P
Boohan, M *see* Johnston, B T
Boots, R J & Treloar, C. Prediction of intern attendance at a seminar-based training programme: a behavioural intention model, 512
Bordage, G, Foley, R & Goldyn, S. Encouraging educational leadership, 206
Boreham, N C, Mawer, G E & Foster, R W. The importance of race in medical student performance of an AIDS risk assessment interview with simulated patients, 188
Boreham, N C. Collective professional knowledge, 505
Bossaert, L *see* Remmen, R
Bosworth, M F *see* Hershberger, P J
Bottema, B J A M *see* Vernooij-Dassen, M J F J
Boulet, J R *see* Chambers, K A
Bowe, R *see* Prideaux, D
Bower, A *see* Prideaux, D
Bradley, P *see* Bradley, P
Bradley, P, Bond, V, Bradley, P & Rathe, P. The student from hell – a horror story for Christmas, 1040
Bray, J, Cragg, P, Macknight, A & Mills, R. Lecture notes on human physiology, 324
Breathnach, C S. Problems for students or for teachers?, 974
Brennan, P A *see* Barwell, G
Brenninkmijer, W J M *see* Vernooij-Dassen, M J F J
Brooker, C, Kamien, M & Ward, A M. Differences in teaching about the acute sore throat within one medical faculty, 269
Bryson, S C P *see* Fung Kee Fung, M
Burdett, K *see* David, T
Busari, J O. Revisiting analogy as an educational tool – PBL and the game of basketball, 1029
Bynoe, A G *see* Connor, M P

Calman, K *see* Simpson, J
Campbell, C B *see* Miflin, B
Campbell, I *see* Charlton, R
Campbell, R M *see* Gibson, D R
Cantillon, P *see* Williams, C
Carlisle, C. Reflecting on levels of confidence and competence in skills acquisition, 886
Carr, T *see* Oancia, T
Carter, J M *see* Wilkinson, T J
Carter, Y H & Parsons, S. Pre-registration house officers in general practice: opportunities and pitfalls, 248
Carter, Y H *see* Bannon, M
Carter, Y H *see* Gray, R W
Carter, Y H *see* Hilton, S

Author index

Abraham, S & McBride, A. Contraception: a new practical learning package, 679
Abramovitch, H, Schreier, A & Koren, N. American medical students in Israel: stress and coping – a follow-up study, 890
Ahern, M *see* Crotty, M
Ainley, P & Rainbird, H. Apprenticeship towards a new learning paradigm, 325
Albanese, M. Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills, 729
Albanese, M. The decline and fall of humanism in medical education, 596
Albert, T. Are scientific papers out of date?, 418
Albert-Ros, X *see* Pelayo-Alvarez, M
Alexander, H *see* Prideaux, D
Alexander, H *see* Spike, N
Alexanderson, K. Learning about being well – not just about being ill, 337
Al-Qassab, H *see* Luxton, T
Alun-Jones, T *see* Preston-Whyte, E
Anderson, B. A Christmas story, 1039
Anderson, M B *see* Bligh, J
Anderson, M Brownell. Annual peer-reviewed collection of reports on innovative approaches to medical education *edited by*, 947
Antony, M M *see* Roth, D
Ardolino, A *see* Madray, H
Arkenau, C *see* Diez, C
Asadullah, K *see* Herzler, M
Ashley, E A. Medical education – beyond tomorrow?, 455
Atherton, A *see* Seabrook, M A

Bannon, M, Carter, Y H & Jackson, N R. GP registrars need training in child abuse and neglect, 78
Barker, S, Horn, S & Owen, D. 'I wished I was the patient.' An evaluation of a complementary medicine module for third year medical students, 159
Barnsley, L *see* Marel, G M
Barton, J R *see* Stewart, J
Barwell, G & Brennan, P A. Who should manage head and neck pathology?, 315
Bateman, H, Hibble, A & Hand, C. Grounding policy development within an educational setting: an exploration, 769
Bateman, N T. A visit from the Quality Assurance Agency: a reflection from one medical school, 1026
Bates, L *see* Pickard, M
Bath, N E *see* Peach, H G
Baxter, C-M *see* O'Neill, P A
Beaudoin, C *see* Maheux, B
Bellemare, G *see* Fung Kee Fung, M
Berg, D. Advanced clinical skills and physical diagnosis, 321
Bergström, B & Lynöe, N. The influence of examination forms, 313
Berkson, L *see* Maheux, B
Binns, S *see* Taylor, R
Birtwistle, L, Houghton, J M & Rostill, H. A review of a surgical ward round in a large paediatric hospital: does it achieve its aims?, 398
Blackmore, D *see* Spencer, J
Bligh, J & Anderson, M B. Medical teachers and evidence, 162
Bligh, J *see* Parsell, G
Bligh, J *see* Wood, D
Bligh, J, Lloyd-Jones, G & Smith, G. Early effects of a new problem-based clinically oriented curriculum on students' perceptions of teaching, 487
Bligh, J. Developing the journal, 884
Bligh, J. Inspired magic: healing with the heart, 242
Bligh, J. Junior doctor training, 330
Bligh, J. Problem-based learning: the story continues to unfold, 688
Bligh, J. Taking stock, 416
Bligh, J. Whole doctor education, 496
Bligh, J. Developing research capacity, 2
Boaden, N & Leaviss, J. Putting teamwork in context, 921
Bohm, C *see* Oancia, T
Bolden, K J, Willoughby, S A, Claridge, M-T & Lewis, A P. Training Hungarian primary health care teachers: the relevance of a UK postgraduate course for health educators, 61
Bond, V *see* Bradley, P
Boohan, M *see* Johnston, B T
Boots, R J & Treloar, C. Prediction of intern attendance at a seminar-based training programme: a behavioural intention model, 512
Bordage, G, Foley, R & Goldyn, S. Encouraging educational leadership, 206
Boreham, N C, Mawer, G E & Foster, R W. The importance of race in medical student performance of an AIDS risk assessment interview with simulated patients, 188
Boreham, N C. Collective professional knowledge, 505
Bossaert, L *see* Remmen, R
Bosworth, M F *see* Hershberger, P J
Bottema, B J A M *see* Vernooij-Dassen, M J F J
Boulet, J R *see* Chambers, K A
Bowe, R *see* Prideaux, D
Bower, A *see* Prideaux, D
Bradley, P *see* Bradley, P
Bradley, P, Bond, V, Bradley, P & Rathe, P. The student from hell – a horror story for Christmas, 1040
Bray, J, Cragg, P, Macknight, A & Mills, R. Lecture notes on human physiology, 324
Breathnach, C S. Problems for students or for teachers?, 974
Brennan, P A *see* Barwell, G
Brenninkmijer, W J M *see* Vernooij-Dassen, M J F J
Brooker, C, Kamien, M & Ward, A M. Differences in teaching about the acute sore throat within one medical faculty, 269
Bryson, S C P *see* Fung Kee Fung, M
Burdett, K *see* David, T
Busari, J O. Revisiting analogy as an educational tool – PBL and the game of basketball, 1029
Bynoe, A G *see* Connor, M P

Calman, K *see* Simpson, J
Campbell, C B *see* Miflin, B
Campbell, I *see* Charlton, R
Campbell, R M *see* Gibson, D R
Cantillon, P *see* Williams, C
Carlisle, C. Reflecting on levels of confidence and competence in skills acquisition, 886
Carr, T *see* Oancia, T
Carter, J M *see* Wilkinson, T J
Carter, Y H & Parsons, S. Pre-registration house officers in general practice: opportunities and pitfalls, 248
Carter, Y H *see* Bannon, M
Carter, Y H *see* Gray, R W
Carter, Y H *see* Hilton, S

Casey, P R *see* McDonough, C M
ten Cate, O *see* Gordon, J
Catto, G. Face to face – Graeme Catto, 880
Catton, P *see* Murray, E
Cave, A *see* Davis, P
Cavenagh, P, Dewberry, C & Jones, P. Becoming professional: when and how does it start? A comparative study of first-year medical and law students in the UK, 897
Chambers, K A, Boulet, J R & Gary, N E. The management of patient encounter time in a high-stakes assessment using standardized patients, 813
Chapman, J *see* Seale, J K
Charlton, R & Smith, G. Undergraduate medical students' views on the value of dissecting, 961
Charlton, R, Field, S, Faull, C, Campbell, I, Harper, C & Harper, L. The effect of the general practice registrar year on perceived skills in palliative care in the West Midlands, 928
Charlton, R. Innovations in medical education, 77
Chur-Hansen, A & Vernon-Roberts, J. The evaluation of undergraduate students' written English language skills, 642
Chur-Hansen, A *see* Winefield, H R
Chur-Hansen, A. Medical students' essay writing skills – criteria-based self- and tutor-evaluation and the role of language background, 194
Clack, G B. Medical service increment for teaching (SIFT): not an anachronism but essential to promote quality in medical education, 88
Claridge, M-T *see* Bolden, K J
Clark, A D *see* Fox, R A
Clarke, A T *see* Jones, R B
Clarke, J *see* Connor, M P
Cleave-Hogg, D *see* Morgan, P J
Cochrane, M *see* Williams, C
Codd, M B *see* McDonough, C M
Cohen, A H *see* Kushnir, T
Cohen, J J. Defining international standards in basic medical education: the World Federation for Medical Education has initiated a timely discussion, 600
Coles, C. Teaching the teachers, 84
Colliver, J A. Effectiveness of PBL curricula, 959
Connor, M P, Bynoe, A G, Redfern, N, Pokora, J & Clarke, J. Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994–99, 747
Cook, D *see* Davis, P
Cookson, J *see* Preston-Whyte, E
Côté, L *see* Maheux, B
Coughlan, J *see* Olson, L G
Cowan, G O *see* Durguerian, S
Cragg, P *see* Bray, J
Crebolder, H F J M *see* Jansen, J J M
Cribb, A. The diffusion of the health agenda and the fundamental need for partnership in medical education, 916
Crosby, J *see* Harden, R M
Crotty, M, Finucane, P & Ahern, M. Teaching medical students about disability and rehabilitation: methods and student feedback, 659
Csanyi, G S *see* Merl, P A
Cujec, B *see* Oancia, T
Cushing, A *see* Hajek, P

Dacre, J A *see* Tombleson, P
Dacre, J E *see* Fox, R A
Dacre, J *see* Prideaux, D
Davenport, E S *see* Pee, B
Davey, C *see* Seale, J K
David, T, Patel, L, Burdett, K & Rangachari, P. Problem-based Learning in Medicine: A Practical Guide for Students and Teachers, 322
Davies, J H, Tan, K & Jenkins, H R. The current status of senior house officer postgraduate education in a single region, 367
Davis, M H *see* Harden, R M
Davis, P, Man, P, Cave, A, McBennett, S & Cook, D. Use of focus groups to assess the educational needs of the primary care physician for the management of asthma, 987
De Haan, M *see* Gercama, A J
De Villiers, M. Learning in Primary Care – a report, 936
Denekens, J *see* Remmen, R
Dennick, R, Godfrey, J, Newble, D & Purcell, N. Teaching the teachers, 682
Dent, T H S *see* Gillard, J H
Des Marchais, J *see* Maheux, B
Dewberry, C *see* Cavenagh, P
Dietze, F *see* Herzler, M
Diez, C, Arkenau, C & Meyer-Wentrup, F. How medical students use World Wide Web resources at a German medical school, 683
Distlehorst, L. What graduate follow-up studies can tell us, 976
Dixon, A S, Lam, C L K & Lam, T P. Does a brief clerkship change Hong Kong medical students' ideas about general practice?, 339
Dodding, C J *see* Taverner, D
Dodding, J *see* Gaughwin, M
Dolmans, D. Students as teachers, 11
Dorian, M *see* Pickard, M
Downie, F *see* Roth, D
Dowrick, C. The educational challenge of mental health, 545
Durguerian, S, Riley, W & Cowan, G O. Training in assessment and appraisal: who needs it?, 307

Eaton, J *see* Gillard, J H
Edwards, M *see* Gray, R W
Ekeberg, Ø *see* Tyssen, R
Elliott, S *see* Spike, N
Eskew, A H *see* Ghali, W A
Evans, J *see* Lambert, T W
Evans, J, Goldacre, M J & Lambert, T W. Views of UK medical graduates about flexible and part-time working in medicine: a qualitative study, 355
Ewings, P *see* Taylor, R
Eyres White, G. Sexual harassment during medical training: the perceptions of medical students at a university medical school in Australia, 980

Falshaw, M *see* Gray, R W
Faull, C *see* Charlton, R
Field, M J *see* Marel, G M
Field, M *see* Prideaux, D
Field, S *see* Charlton, R
Fincke, B G *see* Orlander, J D
Finucane, P *see* Crotty, M
Fitzgerald, J T *see* Zweifler, A J
Foley, R *see* Bordage, G
Foong, A *see* Nurjahan, M I
Foster, R W *see* Boreham, N C
Foulkes, J *see* Munro, N
Fowell, S L & Jolly, B. Combining marks, scores and grades. Reviewing common practices reveals some bad habits, 785
Fox, R A *see* Tombleson, P
Fox, R A, Ingham, C L, Clark, A D, Scotland, J E & Dacre, J E. A study of pre-registration house officers' clinical skills, 1007
Franks, S. Is there a doctor on the plane?, 1043
Franssen, L J E *see* Vernooij-Dassen, M J F J
Franze, T *see* Herzler, M
Fraser, R C *see* Hastings, A M

Fraser, R C *see* Mckinley, R K
Fraser, R *see* Preston-Whyte, E
Freeman, R. Faculty mentoring programmes, 507
Freeman, R. Mentoring in General Practice, 320
Fry, H *see* Pee, B
Fry, H, Ketteridge, S & Marshall, S. A Handbook for Teaching and Learning in Higher Education: enhancing academic practice, 317
Fung Kee Fung, K *see* Fung Kee Fung, M
Fung Kee Fung, M, Walker, M, Fung Kee Fung, K, Temple, L, Lajoie, F, Bellemare, G & Bryson, S C P. An Internet-based learning portfolio in resident education: the KOALA™ multicentre programme, 474

Gantley, M M *see* Gray, R W
Garvey, G *see* Treloar, C J
Gary, N E *see* Chambers, K A
Gaughwin, M, Dodding, J, White, J M & Ryan, P. Teaching medical students how to write well, 170
Gercama, A J, De Haan, M & Van Der Vleuten, C P M. Reliability of the Amsterdam Clinical Challenge Scale (ACCS) – a new instrument to assess the level of difficulty of patient cases in medical education, 519
Ghali, W A, Saitz, R, Eskew, A H, Gupta, M, Quan, H & Hershman, W Y. Successful teaching in evidence-based medicine, 18
Gibson, D R & Campbell, R M. Promoting effective teaching and learning: hospital consultants identify their needs, 126
Gibson, D R. Teacher development in hospitals – where should we go?, 79
Gillard, J H, Dent, T H S, Smyth-Pigott, P J & Eaton, J. Recent changes in the workload and clinical experience of pre-registration house officers: experiences over four years in south-west England, 371
Gil-Latorre, F *see* Pelayo-Alvarez, M
Godfrey, J *see* Dennick, R
Goldacre, M J & Lambert, T W. Stability and change in career choices of junior doctors: postal questionnaire surveys of the United Kingdom qualifiers of 1993, 700
Goldacre, M J *see* Evans, J
Goldacre, M J *see* Lambert, T W
Goldie, J, Schwarz, L & Morrison, J. A process evaluation of medical ethics education in the first year of a new medical curriculum, 468
Goldie, J. Review of ethics curricula in undergraduate medical education, 108
Goldyn, S *see* Bordage, G
Gordon, J *see* Prideaux, D
Gordon, J, Hazlett, C, ten Cate, O, Mann, K, Kilminster, S, Prince, K, O'Driscoll, E, Snell, L & Newble, D. Strategic planning in medical education: enhancing the learning environment for students in clinical settings, 841
Grant, O. How to do it: be a new doctor, 1037
Gray, R W, Carter, Y H, Edwards, M, Falshaw, M, Gantley, M M, Hagdrup, N A & Sheldon, M G. Linking general practices to the medical schools: qualitative issues, 776
Green, B. Attitudes towards mental illness in medical students, 166
Green, P D *see* Thistlethwaite, J E
Grieg, H *see* Pickard, M
Griffin, A *see* Showalter, E
Grol, R P T M *see* Jansen, J J M
Grol, R P T M *see* Vernooij-Dassen, M J F J
Grønvold, N T *see* Tyssen, R
Gruppen, L *see* Murray, E
Gupta, M *see* Ghali, W A
Gupta, M *see* Orlander, J D
Gupta, T S *see* Hays, R
Gupta, T S *see* Spencer, J
Gutierrez-Sigler, D *see* Pelayo-Alvarez, M

Hagdrup, N A *see* Gray, R W
Haist, S *see* Prideaux, D
Haist, S *see* Snell, L
Hajek, P, Najberg, E & Cushing, A. Medical students' concerns about communicating with patients, 656
Halila, H *see* Hyppölä, H
Hamers, J G H C *see* Verhoeven, B H
Hand, C *see* Bateman, H
Hannon, F B. A national medical education needs' assessment of interns and the development of an intern education and training programme, 275
Harasym, P *see* Woloschuk, W
Harden, R M, Crosby, J, Davis, M H, Howie, P W & Struthers, A D. Task-based learning: the answer to integration and problem-based learning in the clinical years, 391
Harden, R M. The integration ladder: a tool for curriculum planning and evaluation, 551
Harper, C *see* Charlton, R
Harper, L *see* Charlton, R
Harrigan, P *see* Stewart, J
Hart, I. Face to face – Ian Hart, 155
Hastings, A M & Preston-Whyte, E. Re: Career choices at the end of the pre-registration year of doctors who qualified in the United Kingdom in 1996, 312
Hastings, A M *see* McKinley, R K
Hastings, A M, Fraser, R C & McKinley, R K. Student perceptions of a new integrated course in clinical methods for medical undergraduates, 101
Hastings, A *see* Preston-Whyte, E
Hays, R *see* Murray, E
Hays, R *see* Snell, L
Hays, R, Jolly, B, Newble, D, Gupta, T S, Spencer, J & Wakeford, R. The Cambridge Conference: background, 782
Hazlett, C *see* Gordon, J
Hazlett, C *see* Spike, N
Heard, S *see* Spencer, J
Heathcote, A *see* Treloar, C J
Helms, R M *see* Wilkinson, T J
Hengstebeck, L L *see* Zweifler, A J
Henley, E & Wenzel-Wamhoff, J. Teaching medical students about over-the-counter medications, 580
Hensley, M J *see* Olson, L G
Hermann, I *see* Remmen, R
Hershberger, P J, Zimmerman, G L, Markert, R J, Kirkham, K E & Bosworth, M F. Explanatory style and the performance of residents, 676
Hershman, W *see* Orlander, J D
Hershman, W Y *see* Ghali, W A
Herzler, M, Franze, T, Dietze, F & Asadullah, K. Dealing with the issue 'care of the dying' in medical education – results of a survey of 592 European physicians, 146
Heywood, P *see* Thistlethwaite, J E
Hibbert, E *see* Marel, G M
Hibble, A *see* Bateman, H
Hilton, S & Carter, Y H. Academic careers in general practice and primary care, 910
Hodgson, K & Thomson, R. What do medical students read and why? A survey of medical students in Newcastle-upon-Tyne, England, 622
Honold, M *see* Woessner, R
Hoogenboom, R J I *see* Verhoeven, B H

Horder, J. Leadership in a multiprofessional context, 203
Horgan, A *see* McDonough, C M
Horn, S *see* Barker, S
Houghton, J M *see* Birtwistle, L
Howe, A. Primary care education for the new NHS: a discussion paper, 385
Howe, A. Teaching in practice: a qualitative factor analysis of community based teaching, 762
Howie, J G R. Is it knowing or understanding that matters?, 246
Howie, P W *see* Harden, R M
Humphris, G M & Kaney, S. The Objective Structured Video Exam for assessment of communication skills, 939
Hyppölä, H, Kumpusalo, E, Virjo, I, Mattila, K, Neittaanmäki, L, Halila, H, Kujala, S, Luhtala, R & Isokoski, M. Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a ten year follow-up, 1016

Ingham, C L *see* Fox, R A
Isokoski, M *see* Hyppölä, H

Jackson, N R *see* Bannon, M
Jansen, J J M, Grol, R P T M, Van Der Vleuten, C P M, Scherpbier, A J J A, Crebolder, H F J M & Rethans, J J. Effect of a short skills training course on competence and performance in general practice, 66
Jean, P *see* Maheux, B
Jenkins, H R *see* Davies, J H
Johnson, D *see* Oancia, T
Johnston, B T & Boohan, M. Basic clinical skills: don't leave teaching to the teaching hospitals, 692
Jolly, B C *see* Kilminster, S M
Jolly, B *see* Fowell, S L
Jolly, B *see* Hays, R
Jolly, B *see* LaDuca, T
Jolly, B *see* Martin, I G
Jolly, B *see* Murdoch-Eaton, D
Jolly, B *see* Prideaux, D
Jolly, B. The Professor has submitted her questions and thus we may proceed to set the examination paper', 7
Jones, A *see* Woloschuk, W
Jones, A *see* Worley, P
Jones, P *see* Cavenagh, P
Jones, R B, Ostbye, T & Clarke, A T. Comparative health systems: international collaborative education using the Internet, 72

Kahan, E *see* Weingarten, M A
Kamien, M *see* Brooker, C
Kaney, S *see* Humphris, G M
Karle, H. WFME Task Force on Defining International Standards in Basic Medical Education. Report of the Working Party, Copenhagen, 14–16 October 1999, 665
Kaufman, A *see* Mennin, S P
Kaufman, D M. Problem-based learning – time to step back?, 510
Keast, J *see* Taylor, R
Kent, A. Computers and conference organization, 963
Kent, A. Face to face – Athol Kent, 412
Kerr, K L *see* Roth, D
Ketteridge, S *see* Fry, H
Khong, T Y, Searle, P & Marley, J. Student support programmes in Australian medical schools, 964
Kilminster, S *see* Gordon, J
Kilminster, S M & Jolly, B C. Effective supervision in clinical practice settings: a literature review, 827
Kilminster, S *see* Spike, N
Kirkham, K E *see* Hershberger, P J
Kitai, E *see* Kushnir, T
Klinge, B. Leadership in academic institutions: raising the value of teaching, 201
Koren, N *see* Abramovitch, H
Kujala, S *see* Hyppölä, H
Kumpusalo, E *see* Hyppölä, H
Kushnir, T, Cohen, A H & Kitai, E. Continuing medical education and primary physicians' job stress, burnout and dissatisfaction, 430

LaDuca, T & Jolly, B. Validity of written tests, 585
Lajoie, F *see* Fung Kee Fung, M
Lam, C L K *see* Dixon, A S
Lam, T P *see* Dixon, A S
Lambert, T W *see* Evans, J
Lambert, T W *see* Goldacre, M J
Lambert, T W, Goldacre, M J & Evans, J. Views of junior doctors about their work: survey of qualifiers of 1993 and 1996 from United Kingdom medical schools, 348
Lawson, M *see* Seabrook, M A
Leaviss, J *see* Boaden, N
Leaviss, J. Exploring the perceived effect of an undergraduate multiprofessional educational intervention, 483
Leinster, S. What is different about medicine?, 426
Lester, H E & Pattison, H M. Development and validation of the Attitudes Towards the Homeless Questionnaire, 266
Lewis, A P *see* Bolden, K J
Lim, T A *see* Nurjahan, M I
Lishka, M *see* Merl, P A
Lloyd-Jones, G *see* Bligh, J
Luhtala, R *see* Hyppölä, H
Luxton, T & Al-Qassab, H. Better use of abbreviations – a lesson from a stroke unit, 965
Lynöe, N *see* Bergström, B
Lyon, P M *see* Marel, G M

MacKnight, A *see* Bray, J
Madray, H, Pfeiffer, C A & Ardolino, A. Teaching patient wellness to first-year medical students: the impact of future ability to perform the history of present illness, 404
Maheux, B, Beaudoin, C, Berkson, L, Côté, L, Des Marchais, J & Jean, P. Medical faculty as humanistic physicians and teachers: the perceptions of students at innovative and traditional medical schools, 630
Malik, S. Students, tutors and relationships: the ingredients of a successful student support scheme, 635
Man, P *see* Davis, P
Mandin, H *see* Woloschuk, W
Mann, K V. AAMC Annual Meeting, Washington DC, October 1999, 157
Mann, K *see* Gordon, J
Manning, M E *see* Orlander, J D
Marel, G M, Lyon, P M, Field, M J, Barnsley, L, Hibbert, E & Parise, A. Clinical skills in early postgraduate medical trainees: patterns of acquisition of confidence and experience among junior doctors in a university teaching hospital, 1013
Margetson, D. Science and medical practice: on not throwing the baby out with the bathwater, 9
Markert, R J *see* Hershberger, P J
Marley, J *see* Khong, T Y
Marshall, S *see* Fry, H
Martin, I G, Stark, P & Jolly, B. Benefiting from clinical experience: the influence of learning style and clinical experience on performance in an undergraduate objective structured clinical examination, 530
Martin, J *see* O'Sullivan, M
Marz, R *see* Merl, P A

Matthews, C. Role modelling: how does it influence teaching in Family Medicine?, 443
Mattila, K *see* Hyppölä, H
Maudsley, G & Strivens, J. Promoting professional knowledge, experiential learning and critical thinking for medical students, 535
Maudsley, G & Strivens, J. 'Science', 'critical thinking' and 'competence' for *Tomorrow's Doctors*. A review of terms and concepts, 53
Mavis, B E. Does studying for an objective structured clinical examination make a difference?, 808
Mawer, G E *see* Boreham, N C
McAleer, S *see* Wall, D
McBennett, S *see* Davis, P
McBride, A *see* Abraham, S
McCall, N *see* Treloar, C J
McCrorie, P *see* Spencer, J
McCrorie, P. The place of the basic sciences in medical curricula, 594
McDonough, C M, Horgan, A, Codd, M B & Casey, P R. Gender differences in the results of the final medical examination at University College Dublin, 30
McGrew, M *see* Mennin, S P
McHaffie, D *see* Spencer, J
McKinley, R K *see* Hastings, A M
McKinley, R K, Fraser, R C, Van Der Vleuten, C & Hastings, A M. Formative assessment of the consultation performance of medical students in the setting of general practice using a modified version of the Leicester Assessment Package, 573
McKinley, R *see* Preston-Whyte, E
McLachlan, J C & Whiten, S C. Marks, scores and grades: scaling and aggregating student assessment outcomes, 788
Mears, R *see* Taylor, R
Medder, J D *see* Steele, D J
Mennin, S P, Kaufman, A, Urbina, C & McGrew, M. Community-based medical education: toward the health of the public, 503
Mercer, S & Pinder, R. Doctors and medical students with disabilities, 962
Merl, P A, Csanyi, G S, Petta, P, Lishka, M & Marz, R. Making and preparing leaders, 216
Meyer-Wentrup, F *see* Diez, C
Miflin, B, Campbell, C B & Price, D A. A conceptual framework to guide the development of self-directed, lifelong learning in problem-based medical curricula, 299
Miller, S. What use are ethical codes? An analysis of three possible rationales for the use of ethical codes in medical schools and a review of the evidence relating to them, 428
Mills, R *see* Bray, J
Mires, G J *see* Wilson, T
Morgan, P J & Cleave-Hogg, D. Evaluation of medical students' performance using the anaesthesia simulator, 42
Morioka, E *see* Seo, M
Morris, J *see* O'Neill, P A
Morrison, J & Watt, G. Learning to consult, 686
Morrison, J *see* Goldie, J
Morrison, J. Face to face – Jill Morrison, 490
Munro, N, Rughani, A, Foulkes, J, Wilson, A & Neighbour, R. Assessing validity in written tests of general practice – exploration by factor analysis of candidate response patterns to Paper 1 of the MRCGP examination, 35
Murdoch-Eaton, D & Jolly, B. Undergraduate projects – do they have to be within the conventional medical environment?, 95
Murray, E *see* O'Sullivan, M
Murray, E, Gruppen, L, Catton, P, Hays, R & Woolliscroft, J O. The accountabilty of clinical education: its definition and assessment, 871

Najberg, E *see* Hajek, P
Neighbour, R *see* Munro, N
Neittaanmäki, L *see* Hyppölä, H
Newble, D I *see* Wilkinson, T J
Newble, D *see* Dennick, R
Newble, D *see* Gordon, J
Newble, D *see* Hays, R
Newble, D *see* Worley, P
Norcini, J *see* Prideaux, D
Norcini, J *see* Snell, L
Norcini, J. What should we do about unreliable scores?, 501
Norman, G R & Schmidt, H G. Effectiveness of problem-based learning curricula: theory, practice and paper darts, 721
Nurjahan, M I, Lim, T A, Foong, A, Yeong, S W & Ware, J. Computer literacy in medical students, 966

O'Driscoll, E *see* Gordon, J
O'Halloran, C *see* Stewart, J
O'Neill, P A, Morris, J & Baxter, C-M. The process of defining a profile of student competencies at the University of Vienna Medical School, 222
O'Neill, P A. The role of basic sciences in a problem-based learning clinical curriculum, 608
O'Sullivan, M, Martin, J & Murray, E. Students' perceptions of the relative advantages and disadvantages of community-based and hospital-based teaching: a qualitative study, 648
Oancia, T, Bohm, C, Carr, T, Cujec, B & Johnson, D. The influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers, 250
Oh, M S *see* Zweifler, A J
Olson, L G, Coughlan, J, Rolfe, I & Hensley, M J. The effect of a Structured Question Grid on the validity and perceived fairness of a medical long case assessment, 46
Orlander, J D, Gupta, M, Fincke, B G, Manning, M E & Hershman, W. Co-teaching: a faculty development strategy, 257
Ostbye, T *see* Jones, R B
Oswald, N. Natural experiments and collaborative research, 6
Owen, D *see* Barker, S

Page, G. Introduction to the papers from the Ninth Cambridge Conference on Clinical Teaching, 818
Page, G. Face to face – Gordon Page, 967
Papagrigoriadis, S *see* Seabrook, M A
Parboosingh, J. Continuing education and professional development for hospital doctors and dentists, 421
Parise, A *see* Marel, G M
Parkin, I *see* Pearse, E O
Parsell, G & Bligh, J. Medical students' errors in pharmacotherapeutics, 199
Parsell, G. Asking questions – improving teaching, 592
Parsell, G. Links and networks, 690
Parsell, G. Students as customers, 328
Parsell, G. Undergraduate curriculum change in North America: a quiet revolution, 972
Parsons, S *see* Carter, Y H
Patel, L *see* David, T
Patil, N. Face to face – Niv Patil, 75

Pattison, H M *see* Lester, H E
Peach, H G & Bath, N E. Evaluation of an integrated curriculum using problem-based learning in a clinical environment: the Manchester experience, 231
Peach, H G. Effect of an early rural placement on later elective choices of medical students, 588
Pearse, E O & Parkin, I. Undergraduate medical students' views on the value of dissecting, 493
Pearson, S-A *see* Treloar, C J
Pee, B, Woodman, T, Fry, H & Davenport, E S. Practice-based learning: views on the development of a reflective learning tool, 754
Pelayo-Alvarez, M, Albert-Ros, X, Gil-Latorre, F & Gutierrez-Sigler, D. Feasibility analysis of a personalized training plan for learning research methodology, 139
Pelsang, R E & Smith, W L. Comparison of anonymous student ballots with student debriefing for faculty evaluations, 465
Perkin, D. Examination of the cranial nerves, 316
Petta, P *see* Merl, P A
Pfeiffer, C A *see* Madray, H
Phillips, P S. Running a life drawing class for pre-clinical medical students, 1020
Pickard, M, Bates, L, Dorian, M, Grieg, H & Saint, D. Alcohol and drug use in second-year medical students at the University of Leeds, 148
Pinder, R *see* Mercer, S
Pirrie, A. Benign sadness, malignant neglect, 960
Pirrie, A. Research in medical education: the law of diminishing non-returns?, 333
Pokora, J *see* Connor, M P
Polliack, M R *see* Weingarten, M AJ
Preston-Whyte, E *see* Hastings, A M
Preston-Whyte, E, Fraser, R, McKinley, R, Hastings, A, Cookson, J & Alun-Jones, T. Hospital clinicians' views on training as examiners for undergraduate regulatory clinical examinations, 964
Price, D A *see* Miflin, B
Price, D *see* Prideaux, D
Prideaux, D & Spencer, J. On theory in medical education, 888
Prideaux, D *see* Spike, N
Prideaux, D *see* Worley, P
Prideaux, D, Alexander, H, Bower, A, Dacre, J, Haist, S, Jolly, B, Norcini, J, Roberts, T, Rothman, A, Bowe, R & Tallett, S. Clinical teaching: maintaining an educational role for doctors in the new health care environment, 820
Prideaux, D, Teubner, J, Sefton, A, Field, M, Gordon, J & Price, D. The Consortium of Graduate Medical Schools in Australia: formal and informal collaboration in medical education, 449
Prideaux, D. The emperor's new clothes: from objectives to outcomes, 168
Prideaux, D. The lecture(s) that changed my life, 1043
Prince, K *see* Gordon, J
Prince, K *see* Snell, L
Purcell, N *see* Dennick, R

Quan, H *see* Ghali, W A

Race, P. Task-based learning, 335
Rainbird, H *see* Ainley, P
Ram, P M *see* Vernooij-Dassen, M J F J
Rangachari, P *see* David, T
Rathe, P *see* Bradley, P
Redfern, N *see* Connor, M P
Reeves, B *see* Taylor, R
Remmen, R, Denekens, J, Scherpbier, A, Hermann, I, Van Der Vleuten, C, Van Royen, P & Bossaert, L. An evaluation study of the didactic quality of clerkships, 460
Rennie, J A *see* Seabrook, M A
Rethans, J J *see* Jansen, J J M
Reznick, R. Face to face – Richard Reznick, 583
Richardson, R. Medicine through the ages with Dr Baldassare, 319
Riley, W *see* Durguerian, S
Roberts, T E. How to do it: be a new professor, 1036
Roberts, T *see* Prideaux, D
Roberts, T *see* Spike, N
Rolfe, I *see* Olson, L G
Rolfe, I *see* Treloar, C J
Rosebraugh, C J. Learning disabilities and medical schools, 994
Ross, F & Southgate, L. Learning together in medical and nursing training: aspirations and activity, 739
Rostill, H *see* Birtwistle, L
Roth, D, Antony, M M, Kerr, K L & Downie, F. Comparison of rural and non-rural students undertaking a voluntary rural placement in the early years of a medical course, 234
Rothman, A I. Problem-based learning – time to move forward?, 509
Rothman, A *see* Prideaux, D
Rothman, A *see* Snell, L
Rowe, R *see* Snell, L
Rughani, A *see* Munro, N
Ryan, P *see* Gaughwin, M

Saint, D *see* Pickard, M
Saitz, R *see* Ghali, W A
Scherpbier, A J J A *see* Jansen, J J M
Scherpbier, A J J A *see* Verhoeven, B H
Scherpbier, A *see* Remmen, R
Scherpbier, A *see* Spencer, J
Schmidt, H G *see* Norman, G R
Schmidt, H. Assumptions underlying self-directed learning may be false, 243
Schreier, A *see* Abramovitch, H
Schwarz, L *see* Goldie, J
Scotland, J E *see* Fox, R A
Seabrook, M A, Woodfield, S J, Papagrigoriadis, S, Rennie, J A, Atherton, A & Lawson, M. Consistency of teaching in parallel surgical firms: an audit of student experience at one medical school, 292
Seale, J K, Chapman, J & Davey, C. The influence of assessments on students' motivation to learn in a therapy degree course, 614
Searle, J. Defining competency – the role of standard setting, 363
Searle, J. If you want the surgery done well, get a woman to do it!, 598
Searle, P *see* Khong, T Y
Sefton, A *see* Prideaux, D
Seo, M, Tamura, K, Morioka, E & Shijo, H. Impact of medical round on patients' and residents' perceptions at a university hospital in Japan, 409
Shaw, D. Face to face – David Shaw, 238
Sheldon, M G *see* Gray, R W
Shijo, H *see* Seo, M
Showalter, E & Griffin, A. Really good stuff': new ideas in medical education, 165
Silagy, C *see* Worley, P
Simpson, J & Calman, K. Skills and attributes of directors of educational programmes, 211
Singh, K *see* Spencer, J
Singleton, S J *see* Stewart, J
Smith, G *see* Bligh, J

Smith, G *see* Charlton, R
Smith, W L *see* Pelsang, R E
Smyth-Pigott, P J *see* Gillard, J H
Snell, L *see* Gordon, J
Snell, L, Tallett, S, Haist, S, Hays, R, Norcini, J, Prince, K, Rothman, A & Rowe, R. A review of the evaluation of clinical teaching: new perspectives and challenges, 862
Sobral, D T. An appraisal of medical students' reflection-in-learning, 182
Southgate, L *see* Ross, F
Southgate, L *see* Spencer, J
Southgate, L. Face to face – Lesley Southgate, 310
Spencer, J A. Heartlift, 1045
Spencer, J *see* Hays, R
Spencer, J *see* Prideaux, D
Spencer, J *see* Stacy, R
Spencer, J *see* Stewart, J
Spencer, J, Blackmore, D, Heard, S, McCrorie, P, McHaffie, D, Scherpbier, A, Gupta, T S, Singh, K & Southgate, L. Patient-oriented learning: a review of the role of the patient in the education of medical students, 851
Spike, N, Alexander, H, Elliott, S, Hazlett, C, Kilminster, S, Prideaux, D & Roberts, T. In-training assessment – its potential in enhancing clinical teaching, 858
Stacy, R & Spencer, J. Assessing the evidence in qualitative medical education research, 498
Stark, P *see* Martin, I G
Steele, D J, Medder, J D & Turner, P. A comparison of learning outcomes and attitudes in student- versus faculty-led problem-based learning: an experimental study, 23
Stehr, S N *see* Woessner, R
Steudel, W I *see* Woessner, R
Stewart, J, O'Halloran, C, Barton, J R, Singleton, S J, Harrigan, P & Spencer, J. Clarifying the concepts of confidence and competence to produce appropriate self-evaluation measurement scales, 903
Storr, E *see* Thistlethwaite, J E
Strivens, J *see* Maudsley, G
Struthers, A D *see* Harden, R M

Tabenkin, H *see* Weingarten, M A
Talbot, M. Professional modelling: A questionnaire study of junior doctors' attitudes to aspects of experimental learning on the hospital working round, 314
Tallett, S *see* Prideaux, D
Tallett, S *see* Snell, L
Tamura, K *see* Seo, M
Tan, K *see* Davies, J H
Taverner, D, Dodding, C J & White, J M. Comparison of methods for teaching clinical skills in assessing and managing drug-seeking patients, 285
Taylor, R, Reeves, B, Ewings, P, Binns, S, Keast, J & Mears, R. A systematic review of the effectiveness of critical appraisal skills training for clinicians, 120
Temple, J. Views of junior doctors about their work, 332
Temple, L *see* Fung Kee Fung, M
Teubner, J *see* Prideaux, D
Thistlethwaite, J E, Green, P D, Heywood, P & Storr, E. First step: report on a pilot course for personal and professional development, 151
Thomson, R *see* Hodgson, K
Tombleson, P, Fox, R A & Dacre, J A. Defining the content for the objective structured clinical examination component of the Professional and Linguistic Assessments Board examination: development of a blueprint, 566
Treloar, C J, McCall, N, Rolfe, I, Pearson, S-A, Garvey, G & Heathcote, A. Factors affecting progress of Australian and international students in a problem-based learning medical course, 708
Treloar, C *see* Boots, R J
Turner, P *see* Steele, D J
Tyssen, R, Vaglum, P, Grønvold, N T & Ekeberg, Ø. The impact of job stress and working conditions on mental health problems among junior house officers. A nation-wide Norwegian prospective cohort study, 374

Urbina, C *see* Mennin, S P

Vaglum, P *see* Tyssen, R
Van Der Vleuten, C P M *see* Gercama, A J
Van Der Vleuten, C P M *see* Jansen, J J M
Van Der Vleuten, C P M *see* Verhoeven, B H
Van Der Vleuten, C P M *see* Vernooij-Dassen, M J F J
Van Der Vleuten, C *see* McKinley, R K
Van Der Vleuten, C *see* Remmen, R
Van Royen, P *see* Remmen, R
Verhoeven, B H, Hamers, J G H C, Scherpbier, A J J A, Hoogenboom, R J I & Van Der Vleuten, C P M. The effect on reliability of adding a separate written assessment component to an objective structured clinical examination, 525
Vernon-Roberts, J *see* Chur-Hansen, A
Vernooij-Dassen, M J F J, Ram, P M, Brenninkmijer, W J M, Franssen, L J E, Bottema, B J A M, Van Der Vleuten, C P M & Grol, R P T M. Comprehensive quality assessment in general practice trainers, 1001
Virjo, I *see* Hyppölä, H

Waddington, K. 'Leaders of Educational Purpose': the foundation of academic medicine 1890s–1940s, 1032
Wakeford, R *see* Hays, R
Walker, M *see* Fung Kee Fung, M
Wall, D & McAleer, S. Teaching the consultant teachers: identifying the core content, 131
Wallace, P. Medical students, drugs and alcohol: time for medical schools to take the issue seriously, 86
Ward, A M *see* Brooker, C
Ware, J *see* Nurjahan, M I
Watt, G *see* Morrison, J
Weingarten, M A, Polliack, M R, Tabenkin, H & Kahan, E. Variations among examiners in family medicine residency board oral examinations, 13
Wenzel-Wamhoff, J *see* Henley, E
Whitcomb, M E. The value of collaboration by medical schools: lessons from the United States, 424
White, J M *see* Gaughwin, M
White, J M *see* Taverner, D
Whiten, S C *see* McLachlan, J C
Wilkes, M. Medical students with developmental disabilities, 978
Wilkinson, T J, Newble, D I, Wilson, P D, Carter, J M & Helms, R M. Development of a three-centre simultaneous objective structured clinical examination, 798
Williams, C & Cantillon, P. A surgical career? The views of junior women doctors, 602
Williams, C, Cantillon, P & Cochrane, M. Pre-registration rotations into general practice: the concerns of pre-registration house

officers and the views of hospital consultants, 716
Willoughby, S A *see* Bolden, K J
Wilson, A *see* Munro, N
Wilson, P D *see* Wilkinson, T J
Wilson, T & Mires, G J. A comparison of performance by medical and midwifery students in multiprofessional teaching, 744
Winefield, H R & Chur-Hansen, A. Evaluating the outcome of communication skill teaching for entry-level medical students: does knowledge of empathy increase?, 90
Woessner, R, Honold, M, Stehr, S N & Steudel, W I. Support and faculty mentoring programmes for medical students in Germany, Switzerland and Austria, 480
Wolf, F M *see* Zweifler, A J
Woloschuk, W, Harasym, P, Mandin, H & Jones, A. Use of scheme-based problem solving: an evaluation of the implementation and utilization of schemes in a clinical presentation curriculum, 437
Wood, D & Bligh, J. Medical education comes of age, 82
Wood, D F. Introduction to the Christmas issue, 1019
Wood, D. Face to face – Diana Wood, 1053
Woodfield, S J *see* Seabrook, M A
Woodman, T *see* Pee, B
Woolliscroft, J O *see* Murray, E
Worley, P, Silagy, C, Prideaux, D, Newble, D & Jones, A. The Parallel Rural Community Curriculum: an integrated clinical curriculum based in rural general practice, 558

Yeong, S W *see* Nurjahan, M I

Zimmerman, G L *see* Hershberger, P J
Zweifler, A J, Wolf, F M, Oh, M S, Fitzgerald, J T & Hengstebeck, L L. Changes in alcohol history taking and management of alcohol dependence by interns at the Royal Adelaide Hospital, 175

Subject index

Abbreviations, Better use of abbreviations – a lesson from a stroke unit: *letter* 965
Abuse, The influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers 250
Academic careers, Academic careers in general practice and primary care 910
Academic institutions, Leadership in academic institutions: raising the value of teaching 201
Academic units, 'Leaders of Educational Purpose': the foundation of academic medicine 1890s–1940s 1032
Access to medicine, Major initiative to widen access to medicine 778
Accountability, The accountability of clinical education: its definition and assessment 871
Acute sore throat, Differences in teaching about the acute sore throat within one medical faculty 269
Adaptation, American medical students in Israel: stress and coping – a follow-up study 890
Admission criteria *see* Medical school entrants
AIDS, The importance of race in medical student performance of an AIDS risk assessment interview with simulated patients 175
Aircraft, Is there a doctor on the plane? 1043
Alcohol
  Alcohol and drug use in second-year medical students at the University of Leeds 148
  Medical students, drugs and alcohol: time for medical schools to take the issue seriously 86
Alcoholism, Changes in alcohol history taking and management of alcohol dependence by interns at The Royal Adelaide Hospital 170
American medical students *see* United States of America
Amsterdam Clinical Challenge Scale (ACCS)
  Reliability of the Amsterdam Clinical Challenge Scale (ACCS): a new instrument to assess the level of difficulty of patient cases in medical education 519
  see also Netherlands
Anaesthesiology, Evaluation of medical students' performance using the anaesthesia simulator 42
Anatomy
  Running a life drawing class for pre-clinical medical students 1020
  Undergraduate medical students' views on the value of dissecting: *letters* 493, 961
Anxiety
  Benign sadness, malignant neglect: *letter* 960
  Whole doctor education: *editorial* 496: *letter* 960
Appraisal
  Appraisal of medical students' reflection-in-learning 182
  Training in assessment and appraisal: who needs it? 307
Aptitude
  Learning disabilities and medical schools 994
  Medical students with developmental disabilities 978
Art
  Integrating the art and science of medicine at early stages of medical training 953
  Visualization and modification of the body in art and medicine – how an innovative Special Study Module explored the humanity of medicine 950
Asking questions, Asking questions – improving teaching: *editorial* 592
Assessment
  Accountability of clinical education: its definition and assessment 871
  Assessment – putting it all together 952
  Effect of a Structured Question Grid on the validity and perceived fairness of a medical long case assessment 46
  Formative assessment of the consultation performance of medical students in the setting of general practice using a modified version of the Leicester Assessment Package 573
  Influence of assessments on students' motivation to learn in a therapy degree course 614
  National medical education needs' assessment of interns and the development of an intern education and training programme 275
  Objective Structured Video Exam for assessment of communication skills 939
  Review of the evaluation of clinical teaching: new perspectives and challenges 862
  'The Professor has submitted her questions and thus we may proceed to set the examination paper' 7: *letters* 585, 587
  Training in assessment and appraisal: who needs it? 307
  Validity of written tests: *letter* 585
Association of American Medical Colleges (AAMC), Annual Meeting, Washington DC, October 1999: conference report 157
Association for the Study of Medical Education (ASME), Announcement of Annual Scientific Meeting 2000 – *Tomorrow's Teachers*, 13–15 September 2000, Cardiff City Hall, Cardiff, UK 4
Asthma, Use of focus groups to assess the educational needs of the primary care physician for the management of asthma 987
Attitudes
  Attitudes toward mental illness in medical students 166
  Attitudes toward mental illness in medical students: does personal and professional experience with mental illness make a difference? 234
  Comparison of learning outcomes and attitudes in student- versus faculty-led problem-based learning: an experimental study 23
  Dealing with the issue 'care of the dying' in medical education – results of a survey of 592 European physicians 146
  Development and validation of the Attitudes Towards the Homeless Questionnaire 266
  Exploring the perceived effect of an undergraduate multi-professional educational intervention 483

Impact of medical round on patients' and residents' perceptions at a university hospital in Japan 409
Is it knowing or understanding that matters? 246
Medical faculty as humanistic physicians and teachers: the perceptions of students at innovative and traditional medical schools 630
Professional modelling: a questionnaire study of junior doctors' attitudes to aspects of experiential learning on the hospital working round: *letter* 313
Review of a surgical ward round in a large paediatric hospital: does it achieve its aims? 398
Student perceptions of a new integrated course in clinical methods for medical undergraduates 101
Views of junior doctors about their work: *editorial* 332
Views of junior doctors about their work: survey of qualifiers of 1993 and 1996 from United Kingdom medical schools 348
What do medical students read and why? A survey of medical students in Newcastle-upon-Tyne, England 622
Australia
Clinical teaching: maintaining an educational role for doctors in the new health care environment 820
Comparison of rural and non-rural students undertaking a voluntary rural placement in the early years of a medical course 231: *letter* 587
Conceptual framework to guide the development of self-directed, lifelong learning in problem-based medical curricula 299
Consortium of Graduate Medical Schools in Australia: formal and informal collaboration in medical education 449
Contraception: a new practical learning package 679
Defining competency – the role of standard setting 363
Differences in teaching about the acute sore throat within one medical faculty 269
Effect of an early rural placement on later elective choices of medical students: *letter* 587
Evaluation of undergraduate students' written English language skills 642
Factors affecting progress of Australian and international students in a problem-based learning medical course 708
Parallel Rural Community Curriculum: an integrated clinical curriculum based in rural general practice 558
Prediction of intern attendance at a seminar-based training programme: a behavioural intention model 512
Sexual harassment during medical training: the perceptions of medical students at a university medical school in Australia 980
Teaching medical students about disability and rehabilitation: methods and student feedback 659
Austria
Process of defining a profile of student competencies at the University of Vienna Medical School 216
Support and faculty mentoring programmes for medical students in Germany, Switzerland and Austria 480

Basic sciences
Place of the basic sciences in medical curricula 594
Role of basic sciences in a problem-based learning clinical curriculum 608
Basketball, Revisiting analogy as an educational tool – PBL and the game of basketball 1029
Behavioural objectives, The emperor's new clothes: from objectives to outcomes 168
Behaviours, teachers, Role modelling: how does it influence teaching in Family Medicine 443
Benign neglect
Benign sadness, malignant neglect: *letter* 960
Whole doctor education: *editorial* 496: *letter* 960
Benign sadness, Benign sadness, malignant neglect: *letter* 960
Best evidence for medical education, Medical teachers and evidence: *editorial* 162
Body, The visualization and modification of the body in art and medicine – how an innovative Special Study Module explored the humanity of medicine 950

Burnout
Continuing medical education and primary physicians' job stress, burnout and dissatisfaction 430
Impact of job stress and working conditions on mental health problems among junior house officers. A nationwide Norwegian prospective cohort study 374

Cambridge Conference
Cambridge Conference: background: *editorial* 782
Introduction to the papers from the Ninth Cambridge Conference on Clinical Teaching 818
Canada
Internet-based learning portfolio in resident education: the KOALA multicentre programme 474
Medical faculty as humanistic physicians and teachers: the perceptions of students at innovative and traditional medical schools 630
Undergraduate curriculum change in North America: a quiet revolution: *editorial* 972
Use of scheme-based problem solving: an evaluation of the implementation and utilization of schemes in a clinical presentation curriculum 437
Cardiotocography, A comparison of performance by medical and midwifery students in multiprofessional teaching 744
'Care of the dying', Dealing with the issue 'care of the dying' in medical education – results of a survey of 592
European physicians 146
Career choice
Becoming professional: when and how does it start? A comparative study of first-year medical and law students in the UK 897
Career choices at the end of the pre-registration year of doctors who qualified in the United Kingdom in 1996: *letter* 312
Comparison of rural and non-rural students undertaking a voluntary rural placement in the early years of a medical course 231: *letter* 587

Effect of an early rural placement on later elective choices of medical students: *letter* 587
Stability and change in career choices of junior doctors: postal questionnaire surveys of the United Kingdom qualifiers of 1993 700
Surgical career? The views of junior women doctors 602
Case-based tutorials, Integrating the art and science of medicine at early stages of medical training 953
Case histories, Problems for students or for teachers? 974
Catto, Graeme, Face to face 880
Child abuse and neglect, GP registrars need training in child abuse and neglect: *letter* 77
Christmas issue, Introduction to the Christmas issue 1019
Christmas quiz 2000 1052
Christmas story, A Christmas story 1039
Clinical academic units, 'Leaders of Educational Purpose': the foundation of academic medicine 1890s–1940s 1032
Clinical clerkship
Accountability of clinical education: its definition and assessment 871
Consistency of teaching in parallel surgical firms: an audit of student experience at one medical school 292
Does a brief clerkship change Hong Kong medical students' ideas about general practice? 339
Effective supervision in clinical practice settings: a literature review 827
Evaluation of an integrated curriculum using problem-based learning in a clinical environment: the Manchester experience 222
Evaluation study of the didactic quality of clerkships 460
In-training assessment – its potential in enhancing clinical teaching 858
Strategic planning in medical education: enhancing the learning environment for students in clinical settings 841
see also Junior doctors: Pre-registration: Senior house officers
Clinical competence
Accountability of clinical education: its definition and assessment 871
Attitudes toward mental illness in medical students: does personal and professional experience with mental illness make a difference? 234
Clarifying the concepts of confidence and competence to produce appropriate self-evaluation measurement scales 903
Clinical skills in early post-graduate medical trainees: patterns of acquisition of confidence and experience among junior doctors in a university teaching hospital 1013
Defining competency – the role of standard setting 363
Defining the content for the objective structured clinical examination component of the Professional and Linguistic Assessments Board examination: development of a blueprint 566
Development of a three-centre simultaneous objective structured clinical examination 798
Effect of the general practice registrar year on perceived skills in palliative care in the West Midlands 928
Effect on reliability of adding a separate written assessment component to an objective structured clinical examination 525
Effect of a short skills training course on competence and performance in general practice 66
Effect of a Structured Question Grid on the validity and perceived fairness of a medical long case assessment 46
Evaluation study of the didactic quality of clerkships 460
Explanatory style and the performance of residents 676
Formative assessment of the consultation performance of medical students in the setting of general practice using a modified version of the Leicester Assessment Package 573
Grounding policy development within an educational setting: an exploration 6769
In-training assessment – its potential in enhancing clinical teaching 858
Management of patient encounter time in a high-stakes assessment using standardized patients 813
Medical students' errors in pharmacotherapeutics 188
Patient-oriented learning: a review of the role of the patient in the education of medical students 851
Pre-registration rotations into general practice: the concerns of pre-registration house officers and the views of hospital consultants 716
Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills 729: *letter* 959
Process of defining a profile of student competencies at the University of Vienna Medical School 216
Promoting professional knowledge, experiential learning and critical thinking for medical students 535
Reliability of the Amsterdam Clinical Challenge Scale (ACCS): a new instrument to assess the level of difficulty of patient cases in medical education 519
'Science', 'critical thinking' and 'competence' for *Tomorrow's Doctors*. A review of terms and concepts 53
Skills and attributes of directors of educational programmes 206
Student perceptions of a new integrated course in clinical methods for medical undergraduates 101
Systematic review of the effectiveness of critical appraisal skills training for clinicians 120
'The Professor has submitted her questions and thus we may proceed to set the examination paper' 7: *letters* 585, 587
Validity of written tests: *letter* 585
Clinical experience, Benefiting from clinical experience: the influence of learning style and clinical experience on performance in an undergraduate objective structured clinical examination 530
Clinical medicine, Comparison of methods for teaching clinical skills

in assessing and managing drug-seeking patients 285
Clinical performance, Expanding the goals of an early clinical experience for first-year medical students 953
Clinical teaching
Clinical teaching: maintaining an educational role for doctors in the new health care environment 820
Introduction to the papers from the Ninth Cambridge Conference on Clinical Teaching 818
Review of the evaluation of clinical teaching: new perspectives and challenges 862
Clinical trials, A systematic review of the effectiveness of critical appraisal skills training for clinicians 120
Clinically Orientated Anatomy Teaching, Innovations in medical education: *letter* 77
Co-teaching, Co-teaching: a faculty development strategy 257
Collaboration
Collective professional knowledge 505
Consortium of Graduate Medical Schools in Australia: formal and informal collaboration in medical education 449
Exploring the perceived effect of an undergraduate multiprofessional educational intervention 483
Value of collaboration by medical schools: lessons from the United States 424
Collective professional knowledge, Collective professional knowledge 505
Communication
Evaluating the outcome of communication skill teaching for entry-level medical students: does knowledge of empathy increase? 90
Learning to consult: *editorial* 686
Links and networks: *editorial* 690
Medical students' concerns about communicating with patients 656
Objective Structured Video Exam for assessment of communication skills 939
Patient-oriented learning: a review of the role of the patient in the education of medical students 851
Visualization and modification of the body in art and medicine – how an innovative Special Study Module explored the humanity of medicine 950
Community medicine
Community-based medical education: toward the health of the public 503
Students' perceptions of the relative advantages and disadvantages of community-based and hospital-based teaching: a qualitative study 648
Teaching in practice: a qualitative factor analysis of community-based teaching 762
see also Family practice
Competence
Reflecting on levels of confidence and competence in skills acquisition 886
see also Clinical competence
Complementary medicine, 'I wished I was the patient'. An evaluation of a complementary medicine module for third year medical students: *letter* 159
Computer-assisted instruction, Feasibility analysis of a personalized training plan for learning research methodology 139
Computer-assisted learning, A comparison of performance by medical and midwifery students in multiprofessional teaching 744
Computer literacy
Computer literacy in medical students: *letter* 966
Linking general practices to the medical schools: qualitative issues 776
Computers
Computers and conference organization: *letter* 963
OSCE logistics – handheld computers replace checklists and provide automated feedback 956
Conferences, Computers and conference organization: *letter* 963
Confidence
Clarifying the concepts of confidence and competence to produce appropriate self-evaluation measurement scales 903
Reflecting on levels of confidence and competence in skills acquisition 886
Consultants
Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994–99 747
Pre-registration rotations into general practice: the concerns of pre-registration house officers and the views of hospital consultants 716
Promoting effective teaching and learning: hospital consultants identify their needs 126
Teaching the consultant teachers: identifying the core content 131
Teaching the teachers 84: *letter* 682
Consultation, Learning to consult: *editorial* 686
Continuing dental education, Practice-based learning: views on the development of a reflective learning tool 754
Continuing medical education
Comparative health systems: international collaborative education using the Internet 72
Continuing education and professional development for hospital doctors and dentists 421
Continuing medical education and primary physicians' job stress, burnout and dissatisfaction 430
Promoting effective teaching and learning: hospital consultants identify their needs 126
Teaching the consultant teachers: identifying the core content 131
Use of focus groups to assess the educational needs of the primary care physician for the management of asthma 987
Contraception, Contraception: a new practical learning package 679
Counselling, Support and faculty mentoring programmes for medical students in Germany, Switzerland and Austria 480
Critical appraisal skills, A systematic review of the effectiveness of critical appraisal skills training for clinicians 120
Critical thinking, 'Science', 'critical thinking' and 'competence' for *Tomorrow's Doctors*. A review of terms and concepts 53
Critical Thinking Module, The 'Critical Thinking Module' – a grant proposal simulation exercise 950

Curriculum
Comparison of learning outcomes and attitudes in student-versus faculty-led problem-based learning: an experimental study 23
Conceptual framework to guide the development of self-directed, lifelong learning in problem-based medical curricula 299
Consistency of teaching in parallel surgical firms: an audit of student experience at one medical school 292
Development of a three-centre simultaneous objective structured clinical examination 798
Early effects of a new problem-based clinically oriented curriculum on students' perceptions of teaching 487
Effect of a Structured Question Grid on the validity and perceived fairness of a medical long case assessment 46
Effectiveness of problem-based learning curricula: theory, practice and paper darts 721: *letter* 959
Evaluation of an integrated curriculum using problem-based learning in a clinical environment: the Manchester experience 222
Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up 1016
Exploring the perceived effect of an undergraduate multi-professional educational intervention 483
First step: report of a pilot course for personal and professional development 151
Integration ladder: a tool for curriculum planning and evaluation 551
Parallel Rural Community Curriculum: an integrated clinical curriculum based in rural general practice 558
Place of the basic sciences in medical curricula 594
Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills 729: *letter* 959
Process of defining a profile of student competencies at the University of Vienna Medical School 216
Process evaluation of medical ethics education in the first year of a new medical curriculum 468
Putting teamwork in context 921
Review of ethics curricula in undergraduate medical education 108
Role of basic sciences in a problem-based learning clinical curriculum 608
Student perceptions of a new integrated course in clinical methods for medical undergraduates 101
Teaching the consultant teachers: identifying the core content 131
Teaching patient wellness to first-year medical students: the impact on future ability to perform the history of present illness 404
'The Professor has submitted her questions and thus we may proceed to set the examination paper' 7: *letters* 585, 587
Undergraduate curriculum change in North America: a quiet revolution: *editorial* 972
Undergraduate projects – do they have to be within the conventional medical environment? 95
Use of scheme-based problem solving: an evaluation of the implementation and utilization of schemes in a clinical presentation curriculum 437
Visit from the Quality Assurance Agency: a reflection from one medical school 1026
What graduate follow-up studies can tell us 976
Customers, Students as customers: *editorial* 328

Data collection
Comparison of anonymous student ballots with student debriefing for faculty evaluations 465
Exploring the perceived effect of an undergraduate multiprofessional educational intervention 483
Dentistry, Practice-based learning: views on the development of a reflective learning tool 754
Dentists, Continuing education and professional development for hospital doctors and dentists 421
Depression
Benign sadness, malignant neglect: *letter* 960
Educational challenge of mental health 545
Whole doctor education: *editorial* 496: *letter* 960
Development, First step: report of a pilot course for personal and professional development 151
Developmental disabilities
Learning disabilities and medical schools 994
Medical students with developmental disabilities 978
Diagnosis, Changes in alcohol history taking and management of alcohol dependence by interns at The Royal Adelaide Hospital 170
Directors, Skills and attributes of directors of educational programmes 206
Disability(ies)
Doctors and medical students with disabilities: *letter* 962
Medical students with developmental disabilities 978
Teaching medical students about disability and rehabilitation: methods and student feedback 659
Discrimination
Factors affecting progress of Australian and international students in a problem-based learning medical course 708
Influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers 250
Dissection, Undergraduate medical students' views on the value of dissecting: *letters* 493, 961
Doctor, How to do it: be a new doctor 1036
Doctor on the plane, Is there a doctor on the plane? 1043
Doctors, definition, What is different about medicine? 426
Doctors, future, Medical education – beyond tomorrow? 455
Drug abuse, Comparison of methods for teaching clinical skills in assessing and managing drug-seeking patients 285
Drug use, Alcohol and drug use in second-year medical students at the University of Leeds 148

Drugs, Medical students, drugs and alcohol: time for medical schools to take the issue seriously 86
Drugs, non-prescription, Teaching medical students about over-the-counter medications 580
Dying, care, Dealing with the issue 'care of the dying' in medical education – results of a survey of 592 European physicians 146

Education theory, On theory in medical education 888
Educational evaluation, Developing research capacity: *editorial* 2
Educational measurement
Assessing validity in written tests of general practice – exploration by factor analysis of candidate response patterns to Paper 1 of the MRCGP examination 35: *letter* 585
Combining marks, scores and grades. Reviewing common practices reveals some bad habits 785
Defining competency – the role of standard setting 363
Development of a three-centre simultaneous objective structured clinical examination 798
Does studying for an objective structured clinical examination make a difference? 808
Effect on reliability of adding a separate written assessment component to an objective structured clinical examination 525
Gender differences in the results of the final medical examination at University College Dublin 30
Influence of assessments on students' motivation to learn in a therapy degree course 614
Learning together in medical and nursing training: aspirations and activity 739
Marks, scores and grades: scaling and aggregating student assessment outcomes 788
Quality assessment in general practice trainers 1001
Reliability of the Amsterdam Clinical Challenge Scale (ACCS): a new instrument to assess the level of difficulty of patient cases in medical education 519
Training in assessment and appraisal: who needs it? 307
Variations among examiners in family medicine residency board oral examinations 13
Eire, A national medical education needs' assessment of interns and the development of an intern education and training programme 275
Electronic publishing, Are scientific papers out of date? *editorial* 418
Emergency service, Defining the content for the objective structured clinical examination component of the Professional and Linguistic Assessments Board examination: development of a blueprint 566
Empathy, Evaluating the outcome of communication skill teaching for entry-level medical students: does knowledge of empathy increase? 90
Entry-level medical students, Evaluating the outcome of communication skill teaching for entry-level medical students: does knowledge of empathy increase? 90
Epidemiology
Impact of job stress and working conditions on mental health problems among junior house officers. A nationwide Norwegian prospective cohort study 374
Training Hungarian primary health care teachers: the relevance of a UK post-graduate course for health educators 61
Errors, Medical students' errors in pharmacotherapeutics 188
Ethical codes, What use are ethical codes? An analysis of three possible rationales for the use of ethical codes in medical schools and a review of the evidence relating to them 428
Ethics
Process evaluation of medical ethics education in the first year of a new medical curriculum 468
Review of ethics curricula in undergraduate medical education 108
Ethnology, The evaluation of undergraduate students' written English language skills 642
Evaluation
Accountability of clinical education: its definition and assessment 871
Evaluation of an integrated curriculum using problem-based learning in a clinical environment: the Manchester experience 222
Evaluation of medical students' performance using the anaesthesia simulator 42
Evaluation of undergraduate students' written English language skills 642
Integration ladder: a tool for curriculum planning and evaluation 551
Medical students' essay-writing skills: criteria-based self- and tutor-evaluation and the role of language background 194
Review of the evaluation of clinical teaching: new perspectives and challenges 862
Teaching patient wellness to first-year medical students: the impact on future ability to perform the history of present illness 404
Evidence, Medical teachers and evidence: *editorial* 162
Evidence-based medicine
Medical education comes of age: *editorial* 82
Successful teaching in evidence-based medicine 18
Examination forms, The influence of examination forms: *letter* 313
Examinations
Combining marks, scores and grades. Reviewing common practices reveals some bad habits 785
Marks, scores and grades: scaling and aggregating student assessment outcomes 788
Examiners, Hospital clinicians' views on training as examiners for undergraduate regulatory clinical examinations: *letter* 964
Experiential learning
Professional modelling: a questionnaire study of junior doctors' attitudes to aspects of experiential learning on the hospital working round: *letter* 313
Promoting professional knowledge, experiential learning and critical thinking for medical students 535

Face to face
Athol Kent 412
David Shaw 238

Diana Wood 1053
Gordon Page 967
Graeme Catto 880
Ian Hart 155
Jill Morrison 490
Lesley Southgate 310
Niv Patil 75
Richard Reznick 583
Faculty development, Co-teaching: a faculty development strategy 257
Family practice
Academic careers in general practice and primary care 910
Assessing validity in written tests of general practice – exploration by factor analysis of candidate response patterns to Paper 1 of the MRCGP examination 35: *letter* 585
Basic clinical skills: don't leave teaching to the teaching hospitals 692
Does a brief clerkship change Hong Kong medical students' ideas about general practice? 339
Effect of the general practice registrar year on perceived skills in palliative care in the West Midlands 928
Effect of a short skills training course on competence and performance in general practice 66
Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up 1016
Expanding the goals of an early clinical experience for first-year medical students 953
Formative assessment of the consultation performance of medical students in the setting of general practice using a modified version of the Leicester Assessment Package 573
GP registrars need training in child abuse and neglect: *letter* 77
Grounding policy development within an educational setting: an exploration 769
Hospital clinicians' views on training as examiners for undergraduate regulatory clinical examinations: *letter* 964
Linking general practices to the medical schools: qualitative issues 776
Parallel Rural Community Curriculum: an integrated clinical curriculum based in rural general practice 558
Pre-registration house officers in general practice: opportunities and pitfalls 248
Pre-registration rotations into general practice: the concerns of pre-registration house officers and the views of hospital consultants 716
Primary care education for the new NHS: a discussion paper 385
Quality assessment in general practice trainers 1001
Role modelling: how does it influence teaching in Family Medicine 443
Teaching medical students about over-the-counter medications 580
Teaching in practice: a qualitative factor analysis of community-based teaching 762
Use of focus groups to assess the educational needs of the primary care physician for the management of asthma 987
Validity of written tests: *letter* 585
Variations among examiners in family medicine residency board oral examinations 13
What graduate follow-up studies can tell us 976
Feasibility studies, Feasibility analysis of a personalized training plan for learning research methodology 139
Finland
Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up 1016
What graduate follow-up studies can tell us 976
First year medical students, Teaching patient wellness to first-year medical students: the impact on future ability to perform the history of present illness 404
Flexible working, Views of UK medical graduates about flexible and part-time working in medicine: a qualitative study 355
Follow-up studies
Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up 1016
What graduate follow-up studies can tell us 976

Gender
Gender differences in the results of the final medical examination at University College Dublin 30
If you want the surgery done well, get a woman to do it! 598
Influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers 250
Surgical career? The views of junior women doctors 602
General practice *see* Community medicine: Family practice: Primary health care
Germany
How medical students use World Wide Web resources at a German medical school: *letter* 682
Support and faculty mentoring programmes for medical students in Germany, Switzerland and Austria 480
Grading
Combining marks, scores and grades. Reviewing common practices reveals some bad habits 785
Marks, scores and grades: scaling and aggregating student assessment outcomes 788
Graduate
Study of pre-registration house officers' clinical skills 1007
see also Pre-registration
Graduate follow-up
Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up 1016
What graduate follow-up studies can tell us 976
Gynaecology, An Internet-based learning portfolio in resident education: the KOALA multicentre programme 474

Handheld computers, OSCE logistics – handheld computers replace checklists and provide automated feedback 956
Hart, Ian, Face to face 155
Head and neck pathology, Who should manage head and neck pathology? *letter* 314

Health
Community-based medical education: toward the health of the public 503
Learning about being well – not just about being ill 337
Health care delivery
Accountability of clinical education: its definition and assessment 871
Diffusion of the health agenda and the fundamental need for partnership in medical education 916
Putting teamwork in context 921
Health promotion
Health promotion in medical undergraduate education – are Special Study Modules pragmatic options? 951
Teaching patient wellness to first-year medical students: the impact on future ability to perform the history of present illness 404
Heartlift, Heartlift 1045
Heartsink
Benign sadness, malignant neglect: *letter* 960
Whole doctor education: *editorial* 496: *letter* 960
History taking, Changes in alcohol history taking and management of alcohol dependence by interns at The Royal Adelaide Hospital 170
Homeless person, Development and validation of the Attitudes Towards the Homeless Questionnaire 266
Hong Kong, Does a brief clerkship change Hong Kong medical students' ideas about general practice? 339
Hospital-based clinical teaching, Students' perceptions of the relative advantages and disadvantages of community-based and hospital-based teaching: a qualitative study 648
Hospital doctors
Continuing education and professional development for hospital doctors and dentists 421
Hospital clinicians' views on training as examiners for undergraduate regulatory clinical examinations: *letter* 964
Hospital staff teaching
Promoting effective teaching and learning: hospital consultants identify their needs 126
Teaching the consultant teachers: identifying the core content 131
Hospitals, Basic clinical skills: don't leave teaching to the teaching hospitals 692
House officers *see* Clinical clerkship: Junior doctors: Pre-registration: Senior house officers
Humanism
Decline and fall of humanism in medical education 596
Medical faculty as humanistic physicians and teachers: the perceptions of students at innovative and traditional medical schools 630
Hungary, Training Hungarian primary health care teachers: the relevance of a UK postgraduate course for health educators 61

In this issue 1, 81, 161, 241, 327, 415, 495, 591, 685, 781, 883, 971
In-training assessment, In-training assessment – its potential in enhancing clinical teaching 858
Increment, Medical service increment for teaching (SIFT): not an anachronism but essential to promote quality in medical education 88
Information technology, Computer literacy in medical students: *letter* 966
Integrated course in clinical methods, Student perceptions of a new integrated course in clinical methods for medical undergraduates 101
Integration
Assessment – putting it all together 952
Integrating the art and science of medicine at early stages of medical training 953
International cooperation,
Comparative health systems: international collaborative education using the Internet 72
International standards
Defining international standards in basic medical education: the World Federation for Medical Education has initiated a timely discussion 600
WFME Task Force on Defining International Standards in Basic Medical Education. Report of the Working Party, Copenhagen, 14-16 October 1999 665
Internet
Comparative health systems: international collaborative education using the Internet 72
How medical students use World Wide Web resources at a German medical school: *letter* 682
Internet-based learning portfolio in resident education: the KOALA multicentre programme 474
Internship *see* Clinical clerkship: Junior doctors: Pre-registration: Senior house officers Interpersonal relations
Medical faculty as humanistic physicians and teachers: the perceptions of students at innovative and traditional medical schools 630
Students, tutors and relationships: the ingredients of a successful student support scheme 635
Interprofessional relations
Consortium of Graduate Medical Schools in Australia: formal and informal collaboration in medical education 449
Exploring the perceived effect of an undergraduate multi-professional educational intervention 483
Value of collaboration by medical schools: lessons from the United States 424
Interviews, Pre-registration rotations into general practice: the concerns of pre-registration house officers and the views of hospital consultants 716
Ireland, Gender differences in the results of the final medical examination at University College Dublin 30
Israel
American medical students in Israel: stress and coping – a follow-up study 890
Continuing medical education and primary physicians' job stress, burnout and dissatisfaction 430
Variations among examiners in family medicine residency board oral examinations 13

Japan, Impact of medical round on patients' and residents' perceptions at a university hospital in Japan 409
Job satisfaction, Continuing medical education and primary physicians'

job stress, burnout and dissatisfaction 430
Judgement
'Science', 'critical thinking' and 'competence' for *Tomorrow's Doctors*. A review of terms and concepts 53
'The Professor has submitted her questions and thus we may proceed to set the examination paper' 7: *letters* 585, 587
Junior doctors
Clinical skills in early postgraduate medical trainees: patterns of acquisition of confidence and experience among junior doctors in a university teaching hospital 1013
Explanatory style and the performance of residents 676
How to do it: be a new doctor 1036
Junior doctor training: *editorial* 330
National medical education needs' assessment of interns and the development of an intern education and training programme 275
Prediction of intern attendance at a seminar-based training programme: a behavioural intention model 512
Residents as teachers – a faculty development approach to programme development 954
Stability and change in career choices of junior doctors: postal questionnaire surveys of the United Kingdom qualifiers of 1993 700
Study of pre-registration house officers' clinical skills 1007
Views of junior doctors about their work 332
Views of junior doctors about their work: survey of qualifiers of 1993 and 1996 from United Kingdom medical schools 348
see also Clinical clerkship: Pre-registration

Kent, Athol, Face to face 412
Knowledge
Effectiveness of problem-based learning curricula: theory, practice and paper darts 721: *letter* 959
Is it knowing or understanding that matters? 246
Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills 729: *letter* 959
Promoting professional knowledge, experiential learning and critical thinking for medical students 535

Laboratory management, Teaching laboratory management in the Department of Laboratory Medicine and Pathobiology at the University of Toronto, Toronto, Canada 955
Laboratory medicine, 'Leaders of Educational Purpose': the foundation of academic medicine 1890s–1940s 1032
Language, Medical students' essay-writing skills: criteria-based self- and tutor-evaluation and the role of language background 194
Language tests
Defining the content for the objective structured clinical examination component of the Professional and Linguistic Assessments Board examination: development of a blueprint 566
Evaluation of undergraduate students' written English language skills 642
Law students, Problems for students or for teachers? 974
Leadership
Encouraging educational leadership 199
Leadership in academic institutions: raising the value of teaching 201
Leadership in a multiprofessional context 203
Making and preparing leaders 211
Skills and attributes of directors of educational programmes 206
Using the Myers-Briggs Type Indicator (MBTI) in the teaching of leadership skills 955
Learning
Benefiting from clinical experience: the influence of learning style and clinical experience on performance in an undergraduate objective structured clinical examination 530
Pre-registration rotations into general practice: the concerns of pre-registration house officers and the views of hospital consultants 716
Promoting professional knowledge, experiential learning and critical thinking for medical students 535
Learning disabilities
Learning disabilities and medical schools 994
Medical students with developmental disabilities 978
Learning environment, Strategic planning in medical education: enhancing the learning environment for students in clinical settings 841
Lecture(s), The lecture(s) that changed my life 1043
Leicester Assessment Package, Formative assessment of the consultation performance of medical students in the setting of general practice using a modified version of the Leicester Assessment Package 573
Leisure activities, What do medical students read and why? A survey of medical students in Newcastle-upon-Tyne, England 622
Life drawing class, Running a life drawing class for pre-clinical medical students 1020
Links, Links and networks: *editorial* 690
Literature, A systematic review of the effectiveness of critical appraisal skills training for clinicians 120
Long case assessment, The effect of a Structured Question Grid on the validity and perceived fairness of a medical long case assessment 46

Malignant neglect, Benign sadness, malignant neglect: *letter* 960
Marking
Combining marks, scores and grades. Reviewing common practices reveals some bad habits 785
Marks, scores and grades: scaling and aggregating student assessment outcomes 788
Medical audit, Consistency of teaching in parallel surgical firms: an audit of student experience at one medical school 292
Medical Education, Developing the journal: editorial 884
Medical education
Innovations in medical education: *letter* 77
Learning together in medical and nursing training: aspirations and activity 739
Medical education – beyond tomorrow? 455
Medical education comes of age: *editorial* 82

Successful teaching in evidence-based medicine 18
Training Hungarian primary health care teachers: the relevance of a UK post-graduate course for health educators 61
Variations among examiners in family medicine residency board oral examinations 13
see also Continuing medical education
Medical informatics computing, Strategic planning in medical education: enhancing the learning environment for students in clinical settings 841
Medical literature, A systematic review of the effectiveness of critical appraisal skills training for clinicians 120
Medical practice, Science and medical practice: on not throwing the baby out with the bathwater 9
Medical school entrants
Learning disabilities and medical schools 994
Medical students with developmental disabilities 978
The Consortium of Graduate Medical Schools in Australia: formal and informal collaboration in medical education 449
Medical schools
Consortium of Graduate Medical Schools in Australia: formal and informal collaboration in medical education 449
Linking general practices to the medical schools: qualitative issues 776
Value of collaboration by medical schools: lessons from the United States 424
Medical students
Appraisal of medical students' reflection-in-learning 182
Assumptions underlying self-directed learning may be false 243
Evaluating the outcome of communication skill teaching for entry-level medical students: does knowledge of empathy increase? 90
Medical students, drugs and alcohol: time for medical schools to take the issue seriously 86
Medical students' errors in pharmacotherapeutics 188
Students as customers: *editorial* 328
Students as teachers 11
Teaching medical students how to write well 165
Teaching patient wellness to first-year medical students: the impact on future ability to perform the history of present illness 404
Undergraduate projects – do they have to be within the conventional medical environment? 95
Medical teachers, Medical teachers and evidence: *editorial* 162
Medication errors, Medical students' errors in pharmacotherapeutics 188
Medicine, definition, What is different about medicine? 426
MEDLINE, Successful teaching in evidence-based medicine 18
Mental health
Educational challenge of mental health 545
Impact of job stress and working conditions on mental health problems among junior house officers. A nationwide Norwegian prospective cohort study 374
Whole doctor education: *editorial* 496: *letter* 960
Mental illness
Attitudes toward mental illness in medical students 166
Attitudes toward mental illness in medical students: does personal and professional experience with mental illness make a difference? 234
Mentors
Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994–99 747
Faculty mentoring programmes 507
Students, tutors and relationships: the ingredients of a successful student support scheme 635
Support and faculty mentoring programmes for medical students in Germany, Switzerland and Austria 480
Midwifery, A comparison of performance by medical and midwifery students in multiprofessional teaching 744
Morrison, Jill, Face to face 490
Motivation, The influence of assessments on students' motivation to learn in a therapy degree course 614
Multicentred programme, An Internet-based learning portfolio in resident education: the KOALA multicentre programme 474
Multiple choice questions, What should we do about unreliable scores? 501
Multiprofessional context, Leadership in a multiprofessional context 203
Multiprofessional courses, Exploring the perceived effect of an undergraduate multiprofessional educational intervention 483
Multiprofessional teaching
Comparison of performance by medical and midwifery students in multiprofessional teaching 744
Learning together in medical and nursing training: aspirations and activity 739
Myers-Briggs Type Indicator, Using the Myers-Briggs Type Indicator (MBTI) in the teaching of leadership skills 955

National Health Service
Primary care education for the new NHS: a discussion paper 385
Putting teamwork in context 921
Natural experiments
Developing research capacity: *editorial* 2
Natural experiments and collaborative research 6
Needs assessment, A national medical education needs' assessment of interns and the development of an intern education and training programme 275
Netherlands
Effect on reliability of adding a separate written assessment component to an objective structured clinical examination 525
Effect of a short skills training course on competence and performance in general practice 66
What should we do about unreliable scores? 501
see also Amsterdam Clinical Challenge Scale (ACCS)

Networks, Links and networks: *editorial* 690
New doctor, How to do it: be a new doctor 1036
New ideas, 'Really good stuff': new ideas in medical education 164
New professor, How to do it: be a new professor 1036
New Zealand, Development of a three-centre simultaneous objective structured clinical examination 798
North America, Undergraduate curriculum change in North America: a quiet revolution: *editorial* 972
Nurse practitioners, What is different about medicine? 426
Nursing, Learning together in medical and nursing training: aspirations and activity 739

Objective structured clinical examination (OSCE)
Benefiting from clinical experience: the influence of learning style and clinical experience on performance in an undergraduate objective structured clinical examination 530
Defining the content for the objective structured clinical examination component of the Professional and Linguistic Assessments Board examination: development of a blueprint 566
Development of a three-centre simultaneous objective structured clinical examination 798
Does studying for an objective structured clinical examination make a difference? 808
Effect on reliability of adding a separate written assessment component to an objective structured clinical examination 525
OSCE logistics – handheld computers replace checklists and provide automated feedback 956
Reliability of the Amsterdam Clinical Challenge Scale (ACCS): a new instrument to assess the level of difficulty of patient cases in medical education 519
What should we do about unreliable scores? 501
Objective Structured Video Exam, The Objective Structured Video Exam for assessment of communication skills 939
Objectives, The emperor's new clothes: from objectives to outcomes 168
Obstetrics
Comparison of performance by medical and midwifery students in multiprofessional teaching 744
Internet-based learning portfolio in resident education: the KOALA multicentre programme 474
Occupational disease
Attitudes toward mental illness in medical students: does personal and professional experience with mental illness make a difference? 234
Impact of job stress and working conditions on mental health problems among junior house officers. A nationwide Norwegian prospective cohort study 374
Occupational therapy, The influence of assessments on students' motivation to learn in a therapy degree course 614
Organization
Diffusion of the health agenda and the fundamental need for partnership in medical education 916
Putting teamwork in context 921
Visit from the Quality Assurance Agency: a reflection from one medical school 1026
Osler, William: Comment on *A Life in Medicine*: *editorial* 242
Outcome assessment, A comparison of learning outcomes and attitudes in student-versus faculty-led problem-based learning: an experimental study 23
Outcomes, The emperor's new clothes: from objectives to outcomes 168
Over-the-counter medications, Teaching medical students about over-the-counter medications 580

Paediatrics
Continuing medical education and primary physicians' job stress, burnout and dissatisfaction 430
Current status of senior house officer postgraduate education in a single region 367
Residents as teachers – a faculty development approach to programme development 954
Review of a surgical ward round in a large paediatric hospital: does it achieve its aims? 398
Page, Gordon, Face to face 967
Palliative care
Dealing with the issue 'care of the dying' in medical education – results of a survey of 592 European physicians 146
Effect of the general practice registrar year on perceived skills in palliative care in the West Midlands 928
Part-time working, Views of UK medical graduates about flexible and part-time working in medicine: a qualitative study 355
Pastoral care, Student support programmes in Australian medical schools: *letter* 964
Patient acceptance, Impact of medical round on patients' and residents' perceptions at a university hospital in Japan 409
Patient cases, Reliability of the Amsterdam Clinical Challenge Scale (ACCS): a new instrument to assess the level of difficulty of patient cases in medical education 519
Patient communication, Medical students' concerns about communicating with patients 656
Patient-oriented learning, Patient-oriented learning: a review of the role of the patient in the education of medical students 851
Patient simulation, The management of patient encounter time in a high-stakes assessment using standardized patients 813
Patient wellness, Teaching patient wellness to first-year medical students: the impact on future ability to perform the history of present illness 404
Patil, Niv, Face to face 75
Personal and professional development, First step: report of a pilot course for personal and professional development 151
Pharmacotherapeutics, Medical students' errors in pharmacotherapeutics 188
Physician executives, Skills and attributes of directors of educational programmes 206
Physician-patient relations
Evaluating the outcome of communication skill teaching

for entry-level medical students: does knowledge of empathy increase? 90
Importance of race in medical student performance of an AIDS risk assessment interview with simulated patients 175
Medical faculty as humanistic physicians and teachers: the perceptions of students at innovative and traditional medical schools 630
Medical students' concerns about communicating with patients 656
Physician's role, Clinical teaching: maintaining an educational role for doctors in the new health care environment 820
Physiotherapy, The influence of assessments on students' motivation to learn in a therapy degree course 614
Planning, Strategic planning in medical education: enhancing the learning environment for students in clinical settings 841
Postal questionnaires, Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up 1016
Postgraduate medical trainees
Clinical skills in early postgraduate medical trainees: patterns of acquisition of confidence and experience among junior doctors in a university teaching hospital 1013
Study of pre-registration house officers' clinical skills 1007
Practice-based learning, Practice-based learning: views on the development of a reflective learning tool 754
Pre-registration
Career choices at the end of the pre-registration year of doctors who qualified in the United Kingdom in 1996: *letter* 312
Clinical skills in early postgraduate medical trainees: patterns of acquisition of confidence and experience among junior doctors in a university teaching hospital 1013
Explanatory style and the performance of residents 676
Junior doctor training: *editorial* 330
Links and networks: *editorial* 690
Pre-registration house officers in general practice: opportunities and pitfalls 248
Pre-registration rotations into general practice: the concerns of pre-registration house officers and the views of hospital consultants 716
Prediction of intern attendance at a seminar-based training programme: a behavioural intention model 512
Recent changes in the workload and clinical experience of pre-registration house officers: experiences over four years in south-west England 371
Study of pre-registration house officers' clinical skills 1007
see also Clinical clerkship: Junior doctors: Senior house officers
Preceptorship, Effective supervision in clinical practice settings: a literature review 827
Prejudice, The influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers 250
Primary health care
Academic careers in general practice and primary care 910
Continuing medical education and primary physicians' job stress, burnout and dissatisfaction 430
Hospital clinicians' views on training as examiners for undergraduate regulatory clinical examinations: *letter* 964
Learning in primary care – a report 936
Training Hungarian primary health care teachers: the relevance of a UK post-graduate course for health educators 61
see also Community medicine: Family practice
Problem-based learning
Collective professional knowledge 505
Comparison of learning outcomes and attitudes in student-versus faculty-led problem-based learning: an experimental study 23
Conceptual framework to guide the development of self-directed, lifelong learning in problem-based medical curricula 299
Early effects of a new problem-based clinically oriented curriculum on students' perceptions of teaching 487
Effectiveness of problem-based learning curricula: theory, practice and paper darts 721: *letter* 959
Evaluation of an integrated curriculum using problem-based learning in a clinical environment: the Manchester experience 222
Factors affecting progress of Australian and international students in a problem-based learning medical course 708
Place of the basic sciences in medical curricula 594
Practice-based learning: views on the development of a reflective learning tool 754
Problem-based learning: the story continues to unfold: *editorial* 688
Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills 729: *letter* 959
Problem-based learning – time to move forward? 509
Problem-based learning – time to step back? 510
Process evaluation of medical ethics education in the first year of a new medical curriculum 468
Promoting professional knowledge, experiential learning and critical thinking for medical students 535
Reliability of the Amsterdam Clinical Challenge Scale (ACCS): a new instrument to assess the level of difficulty of patient cases in medical education 519
Revisiting analogy as an educational tool – PBL and the game of basketball 1029
Role of basic sciences in a problem-based learning clinical curriculum 608
Task-based learning 335
Task-based learning: the answer to integration and problem-based learning in the clinical years 391
Use of scheme-based problem solving: an evaluation of the implementation and utilization of schemes in a clinical presentation curriculum 437

Problem solving, Promoting professional knowledge, experiential learning and critical thinking for medical students 535
Professional commitment, Becoming professional: when and how does it start? A comparative study of first-year medical and law students in the UK 897
Professional competence
Becoming professional: when and how does it start? A comparative study of first-year medical and law students in the UK 897
Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994–99 747
Professional development, Continuing education and professional development for hospital doctors and dentists 421
Professional and Linguistic Assessments Board, Defining the content for the objective structured clinical examination component of the Professional and Linguistic Assessments Board examination: development of a blueprint 566
Professional-patient relations, Patient-oriented learning: a review of the role of the patient in the education of medical students 851
Professional practice, Grounding policy development within an educational setting: an exploration 6769
Professor, How to do it: be a new professor 1036
Programme evaluation, Skills and attributes of directors of educational programmes 206
Progress file, Practice-based learning: views on the development of a reflective learning tool 754
Projects, Undergraduate projects – do they have to be within the conventional medical environment? 95
PubMed Central, Are scientific papers out of date? *editorial* 418

Quality assessment, Quality assessment in general practice trainers 1001
Quality assurance, A visit from the Quality Assurance Agency: a reflection from one medical school 1026
Questionnaires
Development and validation of the Attitudes Towards the Homeless Questionnaire 266
Evaluation study of the didactic quality of clerkships 460
Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up 1016
Medical students' concerns about communicating with patients 656
Quiet revolution, Undergraduate curriculum change in North America: a quiet revolution: *editorial* 972
Quiz, Christmas quiz 2000 1052

Race, The importance of race in medical student performance of an AIDS risk assessment interview with simulated patients 175
Radiology, Comparison of anonymous student ballots with student debriefing for faculty evaluations 465
Reading, What do medical students read and why? A survey of medical students in Newcastle-upon-Tyne, England 622
Really Good Stuff
Annual, peer-reviewed collection of reports on innovative approaches to medical education 947
Call for papers – Really Good Stuff 2001 946
'Really good stuff': new ideas in medical education 164
Reflection-in-learning, An appraisal of medical students' reflection-in-learning 182
Rehabilitation, Teaching medical students about disability and rehabilitation: methods and student feedback 659
Research
Assessing the evidence in qualitative medical education research 498
Combining marks, scores and grades. Reviewing common practices reveals some bad habits 785
Developing research capacity: *editorial* 2
Feasibility analysis of a personalized training plan for learning research methodology 139
Marks, scores and grades: scaling and aggregating student assessment outcomes 788
Natural experiments and collaborative research 6
Research in medical education: the law of diminishing non-returns? 333
Residency *see* Junior doctors: Ward round
Reznick, Richard, Face to face 583
Risk assessment, The importance of race in medical student performance of an AIDS risk assessment interview with simulated patients 175
Role modelling, Role modelling: how does it influence teaching in Family Medicine 443
Rural health services
Community-based medical education: toward the health of the public 503
Comparison of rural and non-rural students undertaking a voluntary rural placement in the early years of a medical course 231: *letter* 587
Parallel Rural Community Curriculum: an integrated clinical curriculum based in rural general practice 558
Rural placement, Effect of an early rural placement on later elective choices of medical students: *letter* 587

Saudi Arabia, Role modelling: how does it influence teaching in Family Medicine 443
Scheme-based problem solving, Use of scheme-based problem solving: an evaluation of the implementation and utilization of schemes in a clinical presentation curriculum 437
Science
'Science', 'critical thinking' and 'competence' for *Tomorrow's Doctors*. A review of terms and concepts 53
Science and medical practice: on not throwing the baby out with the bathwater 9
Scientific papers, Are scientific papers out of date? *editorial* 418
Scores (scoring)
Combining marks, scores and grades. Reviewing common practices reveals some bad habits 785
Effect on reliability of adding a separate written assessment

component to an objective structured clinical examination 525
Marks, scores and grades: scaling and aggregating student assessment outcomes 788
What should we do about unreliable scores? 501
Self-directed learning
Assumptions underlying self-directed learning may be false 243
Conceptual framework to guide the development of self-directed, lifelong learning in problem-based medical curricula 299
Contraception: a new practical learning package 679
Internet-based learning portfolio in resident education: the KOALA multicentre programme 474
Self-evaluation, Clarifying the concepts of confidence and competence to produce appropriate self-evaluation measurement scales 903
Self-evaluation programmes
Appraisal of medical students' reflection-in-learning 182
Medical students' essay-writing skills: criteria-based self- and tutor-evaluation and the role of language background 194
Self-help groups, Students, tutors and relationships: the ingredients of a successful student support scheme 635
Senior doctors, Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994–99 747
Senior house officers, The current status of senior house officer postgraduate education in a single region 367
Service increment for teaching, Medical service increment for teaching (SIFT): not an anachronism but essential to promote quality in medical education 88
Sexual harassment, Sexual harassment during medical training: the perceptions of medical students at a university medical school in Australia 980
Shared learning, Learning together in medical and nursing training: aspirations and activity 739
Shaw, David, Face to face 238
Simulator, Evaluation of medical students' performance using the anaesthesia simulator 42
Skills
Is it knowing or understanding that matters? 246
Reflecting on levels of confidence and competence in skills acquisition 886
Sore throat, Differences in teaching about the acute sore throat within one medical faculty 269
Southgate, Lesley, Face to face 310
Spain, Feasibility analysis of a personalized training plan for learning research methodology 139
Special Study Module
Health promotion in medical undergraduate education – are Special Study Modules pragmatic options? 951
Visualization and modification of the body in art and medicine – how an innovative Special Study Module explored the humanity of medicine 950
Specialties, The influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers 250
Standards
Comparison of anonymous student ballots with student debriefing for faculty evaluations 465
Current status of senior house officer postgraduate education in a single region 367
Defining competency – the role of standard setting 363
Effectiveness of problem-based learning curricula: theory, practice and paper darts 721: *letter* 959
Evaluation study of the didactic quality of clerkships 460
WFME Task Force on Defining International Standards in Basic Medical Education. Report of the Working Party, Copenhagen, 14–16 October 1999 665
Strategies, Strategic planning in medical education: enhancing the learning environment for students in clinical settings 841
Stress
American medical students in Israel: stress and coping – a follow-up study 890
Continuing medical education and primary physicians' job stress, burnout and dissatisfaction 430
Impact of job stress and working conditions on mental health problems among junior house officers. A nationwide Norwegian prospective cohort study 374
Students, tutors and relationships: the ingredients of a successful student support scheme 635
Stroke unit, Better use of abbreviations – a lesson from a stroke unit: *letter* 965
Structured Question Grid, The effect of a Structured Question Grid on the validity and perceived fairness of a medical long case assessment 46
Student from hell, The student from hell – a horror story for Christmas 1040
Substance abuse, Comparison of methods for teaching clinical skills in assessing and managing drug-seeking patients 285
Supervision, Effective supervision in clinical practice settings: a literature review 827
Support programmes
Student support programmes in Australian medical schools: *letter* 964
Students, tutors and relationships: the ingredients of a successful student support scheme 635
Surgery
Consistency of teaching in parallel surgical firms: an audit of student experience at one medical school 292
If you want the surgery done well, get a woman to do it! 598
Influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers 250
Review of a surgical ward round in a large paediatric hospital: does it achieve its aims? 398
Surgical career? The views of junior women doctors 602
Switzerland, Support and faculty mentoring programmes for medical students in Germany, Switzerland and Austria 480

SWOT analysis (strengths, weaknesses, opportunities and threats)
Learning in primary care – a report 936
Strategic planning in medical education: enhancing the learning environment for students in clinical settings 841

Taking stock, Taking stock...: *editorial* 416
Task-based learning
Task-based learning 335
Task-based learning: the answer to integration and problem-based learning in the clinical years 391
Teacher development, Teacher development in hospitals – where should we go? *letter* 78
Teachers
Students as teachers 11
Teaching the teachers 84: *letter* 682
Teachers' behaviours, Role modelling: how does it influence teaching in Family Medicine 443
Teaching
Asking questions – improving teaching: *editorial* 592
Basic clinical skills: don't leave teaching to the teaching hospitals 692
Clinical teaching: maintaining an educational role for doctors in the new health care environment 820
Co-teaching: a faculty development strategy 257
see also Clinical teaching
Team organization
Diffusion of the health agenda and the fundamental need for partnership in medical education 916
Putting teamwork in context 921
Theory, On theory in medical education 888
Time factors, The management of patient encounter time in a high-stakes assessment using standardized patients 813
Tomorrow's Doctors, 'Science', 'critical thinking' and 'competence' for *Tomorrow's Doctors*. A review of terms and concepts 53
Training programmes, Prediction of intern attendance at a seminar-based training programme: a behavioural intention model 512
Travel, American medical students in Israel: stress and coping – a follow-up study 890

United States of America
American medical students in Israel: stress and coping – a follow-up study 890
Comparison of anonymous student ballots with student debriefing for faculty evaluations 465
Undergraduate curriculum change in North America: a quiet revolution: *editorial* 972
Value of collaboration by medical schools: lessons from the United States 424

Videotape recording
Evaluation of medical students' performance using the anaesthesia simulator 42
The Objective Structured Video Exam for assessment of communication skills 939

Ward round
Impact of medical round on patients' and residents' perceptions at a university hospital in Japan 409
Prediction of intern attendance at a seminar-based training programme: a behavioural intention model 512
Review of a surgical ward round in a large paediatric hospital: does it achieve its aims? 398
Well-being schemes, Student support programmes in Australian medical schools: *letter* 964
Whole doctor education, Whole doctor education: *editorial* 496: *letter* 960
Women surgeons
If you want the surgery done well, get a woman to do it! 598
Surgical career? The views of junior women doctors 602
Wood, Diana, Face to face 1053
Working conditions, The impact of job stress and working conditions on mental health problems among junior house officers. A nationwide Norwegian prospective cohort study 374
Working round, Professional modelling: a questionnaire study of junior doctors' attitudes to aspects of experiential learning on the hospital working round: *letter* 313
Workload
Prediction of intern attendance at a seminar-based training programme: a behavioural intention model 512
Recent changes in the workload and clinical experience of pre-registration house officers: experiences over four years in south-west England 371
Views of junior doctors about their work: survey of qualifiers of 1993 and 1996 from United Kingdom medical schools 348
World Federation for Medical Education
Defining international standards in basic medical education: the World Federation for Medical Education has initiated a timely discussion 600
WFME Task Force on Defining International Standards in Basic Medical Education. Report of the Working Party, Copenhagen, 14–16 October 1999 665
World Wide Web, How medical students use World Wide Web resources at a German medical school: *letter* 682
Writing
Assessing validity in written tests of general practice – exploration by factor analysis of candidate response patterns to Paper 1 of the MRCGP examination 35: *letter* 585
Effect on reliability of adding a separate written assessment component to an objective structured clinical examination 525
Evaluation of undergraduate students' written English language skills 642
Medical students' essay-writing skills: criteria-based self- and tutor-evaluation and the role of language background 194
Teaching medical students how to write well 165
Validity of written tests: *letter* 585